

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



**AGENDA**

**Board of Education  
Meeting**

**October 11, 2018**

THE HOUSTON INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION

# Agenda Index

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| A. Superintendent's Priority Items   | G. Human Resources                    |
| B. Trustee Items                     | H. Business Operations                |
| C. Closed Session (Closed to Public) | I. Finance                            |
| D. Academic Services                 | J. Other                              |
| E. School Offices                    | K. Policy                             |
| F. Strategy and Innovation           | L. Superintendent's Information Items |

## MEMBERS OF THE BOARD OF EDUCATION

Rhonda Skillern-Jones, *President*  
Jolanda Jones, *First Vice President*  
Anne Sung, *Second Vice President*  
Sergio Lira, Ed.D., *Secretary*  
Holly Maria Flynn Vilaseca, *Assistant Secretary*  
Wanda Adams  
Diana Dávila  
Sue Deigaard  
Elizabeth Santos

Grenita Lathan, Ph.D., *Interim Superintendent of Schools*

## BOARD OF EDUCATION AGENDA

October 11, 2018

### 2:00 p.m. – BOARD SERVICES CONFERENCE ROOM

- CALL TO ORDER
- ADJOURN TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, AND 551.084, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C
- RECESS

### 5:00 p.m. – BOARD AUDITORIUM

- REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS

### BUSINESS AGENDA

- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION
- CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS

## Table of Contents

### A. SUPERINTENDENT'S PRIORITY ITEMS

- A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)
- A-2. Board Monitoring Update: Presentation Of Goal 1 Progress Measures 1.1 and 1.2 And Goal 3 Progress Measure 3.1
  - October 2018 GPM And CPM Update (Presentation) - *Revised*
  - October Goal And Progress Monitoring Report - *Revised*
  - October 2018 GPM And CPM Update (Presentation - Clean Copy) - *New*
  - October Goal And Progress Monitoring Report (Clean Copy) - *New*

### B. TRUSTEE ITEMS

- B-1. Appointment Of Houston Independent School District Representatives To The Houston Land Bank Board Of Directors
  - Explanatory Sheet

B-2. Approval Of The Board's Quarterly Self-Evaluations, Staff Use Tracker, Time Use Tracker, And Quarterly Progress Tracker In Accordance With The Texas Education Agency Implementation Integrity Instrument - *Revised*

- Explanatory Sheet - *Revised*
- Seventh Quarter Staff Use Tracker - July 2018 - *New*
- Seventh Quarter Staff Use Tracker - August 2018 - *New*
- Seventh Quarter Staff Use Tracker - September 2018 - *New*
- Seventh Quarter Time Use Tracker - July 2018 - *New*
- Seventh Quarter Time Use Tracker - August 2018 - *New*
- Seventh Quarter Time Use Tracker - September 2018 - *New*
- Seventh Quarter Progress Tracker - *New*
- Seventh Quarter Implementation Integrity Instrument - *New*

B-3. Announcement Of Required Board Member Continuing Education

- Explanatory Sheet

B-4. Appointment Of Houston Independent School District Representative To Tax Increment Reinvestment Zone 18 Board Of Directors

- Explanatory Sheet

## **C. CLOSED SESSION**

C-1. Personnel

- a. Deliberate the duties of the interim superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the interim superintendent and chief audit executive, consideration of compensation, and contractual provisions.
- 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, 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.
- d. Consider employment of interim superintendent and employment contract through September 30, 2019.

C-2. Legal Matters

- 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. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options
- d. Receive legal advice concerning the process for selecting an interim/permanent superintendent.
- e. Consideration and approval of mediated settlement agreement in the matter of Roy Fuller v. Houston Independent School District, in the 133rd Judicial District Court of Harris County, Texas; Cause No. 2017-47104
- f. Consideration and authority to settle in the matter of Houston Independent School District v. Goldshire Developers, LLC, and Developers Surety & Indemnity, Company, in the 152nd Judicial District Court of Harris County, Texas; Cause No. 2017-54931
- g. Consideration and approval of settlement agreement related to termination of Liberty High School lease agreement
- h. Consideration and authority to settle the subrogation lien of Tarnisha Hartsfield against Juan Jesus Arredondo and Allstate Insurance for workers' compensation benefits; Allstate Insurance Claim No. 0495545733
- i. Consideration and authority to file suit and settle the subrogation lien of Carolyn Mackey against Mariela Garcia Aguilera for workers' compensation benefits
- j. Consideration and approval of confidential settlement agreement and release of all claims in the Section 504 matter regarding John S. b/n/f Shannon Young
- k. Discuss with legal counsel and consider the proposed HYA Superintendent Search Contract

C-3. Real Estate

**D. ACADEMIC SERVICES**

- D-1. Authority To Ratify Renewal Agreements With Community Agencies And/OR Educational Service Providers For Appraisal And Related Instructional And/OR Consultant Services For Students With Disabilities For School Year 2018–2019 - *Revised*
- Executive Summary - *Revised*
- D-2. District Improvement Plan For 2018–2019
- Explanatory Sheet
- D-3. Approval Of The Executive Summaries Of School Improvement Plans For The 2018–2019 School Year
- Explanatory Sheet
- D-4. Approval Of Certified Appraisers For The Teacher Appraisal And Development System For School Year 2018–2019
- Executive Summary

**E. SCHOOL OFFICES**

- E-1. Approval Of Targeted Improvement Plan For Year 1 Improvement Required Campuses
- Explanatory Sheet For E-1 And E-2
- E-2. Approval Of Targeted Improvement Plans For Campuses Identified As Comprehensive Support By The Texas Education Agency

**F. STRATEGY AND INNOVATION**

**G. HUMAN RESOURCES**

**H. BUSINESS OPERATIONS**

**I. FINANCE**

- I-1. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
- Purchasing Requests

- I-2. Approval Of Current And Anticipated Donations For Districtwide And School-Specific Programs And Authorization To Negotiate, Execute, And Amend Necessary Contracts Associated With These Donations
- Attachment For Approval Of Donations - *Revised*
  - Designated Schools For Kroger Donation
- I-3. Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs And Authorization To Negotiate And Execute Contracts Required Under The Grants
- Attachment For Acceptance Of Grants - *Revised*
  - Schools Participating In USDE PDAE Grant
  - Detailed Budget: 2018–2019 PDAE Grant
  - Detailed Budget: 2018–2019 CASE For Kids Ed White Grant
  - Detailed Budget: MHOF
- I-4. Approval Of Resolution Adopting Tax Rate And Levying Ad Valorem Taxes For Tax Year 2018
- Executive Summary
- J. OTHER**
- K. POLICY**
- K-1. Proposed Revisions To Board Policy BBE(LOCAL), *Board Members: Authority—* Second Reading
- BBE(LOCAL), Second Reading
  - Explanatory Sheet
- K-2. Proposed Revisions To Board Policy BBB(LEGAL), *Board Members: Elections—* Second Reading
- BBB(LEGAL), Second Reading
  - Explanatory Sheet
- K-3. Proposed Revisions To Board Policy BBB(LOCAL), *Board Members: Elections—* Second Reading
- BBB(LOCAL), Second Reading
  - Explanatory Sheet

- K-4. Proposed Deletion Of Board Policy BBBA(LOCAL), *Campaign Funds*, And Establishment Of Board Policy BBBC(LOCAL), *Campaign Finance*—Second Reading
- BBBA(LOCAL), Second Reading
  - BBBC(LOCAL), Second Reading
  - Explanatory Sheet
- K-5. Proposed Revisions To Board Policies FFAA(LOCAL), *Wellness And Health Services: Physical Examinations* And FFAD(LOCAL), *Wellness And Health Services: Communicable Diseases*—Second Reading
- FFAD(LOCAL), Second Reading
  - FFAA(LOCAL), Second Reading
  - Explanatory Sheet FFAD
  - Explanatory Sheet FFAA
- K-6. Proposed Revisions To Board Policy FFH(LOCAL), *Student Welfare: Freedom From Discrimination, Harassment, And Retaliation*—First Reading
- FFH(LOCAL), First Reading
  - Explanatory Sheet
- K-7. Proposed Revisions To Board Policy FB(LOCAL), *Equal Educational Opportunity*—First Reading
- FB(LOCAL), First Reading
  - Explanatory Sheet

## **L. SUPERINTENDENT'S INFORMATION ITEMS**

### **HEARING OF CITIZENS**

#### **TRUSTEE REPORTS AND COMMENTS**

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. There will be no action concerning these items.

#### **REPORTS FROM THE SUPERINTENDENT**

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

### **ADJOURN**

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

**SUBJECT: BOARD MONITORING UPDATE: PRESENTATION OF GOAL 1  
PROGRESS MEASURES 1.1 AND 1.2 AND GOAL 3 PROGRESS  
MEASURE 3.1**

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

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

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

**Goal 1:** The percentage of students reading and writing at or above grade level for grade 3 through English II will increase by three percentage points annually between spring 2017 and spring 2020.

- GPM 1.1—Baseline reading data collected in September on the districtwide screener for students in grades K–12 will show improvement in the percentage of students reading on grade level at the middle and end-of-year testing windows by a minimum of 1.5 percentage points each.
- GPM 1.2—Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; the percentage of students receiving a passing score will increase proportionally to 90% in February from the September baseline.

**Goal 3:** Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and in math between spring 2017 and spring 2020.

- GPM 3.1—Monthly progress monitoring of students in grades K–12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through to the End of Year (EOY) test.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

# GPMs 1.1, 1.2, and 3.1

*Date: 10/11/2018*

*Presenter:*

*Carla Stevens Zack Bigner*

*Assistant Superintendent, Manager,*  
*Research and Accountability*



# Goal 1

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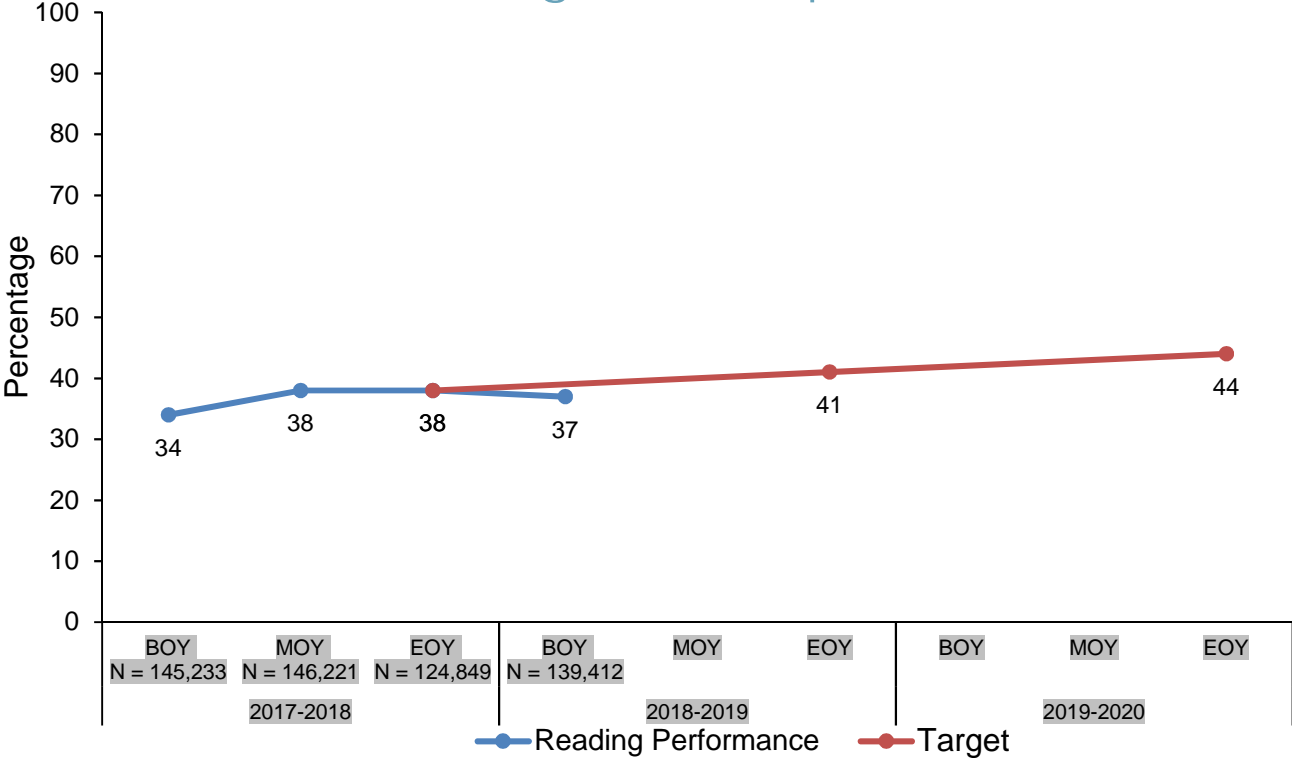
- The percentage of students reading and writing at or above grade level for grades 3 through English II shall increase by three percentage points annually between Spring 2017 and Spring 2020.

# Goal Progress Measure 1.1

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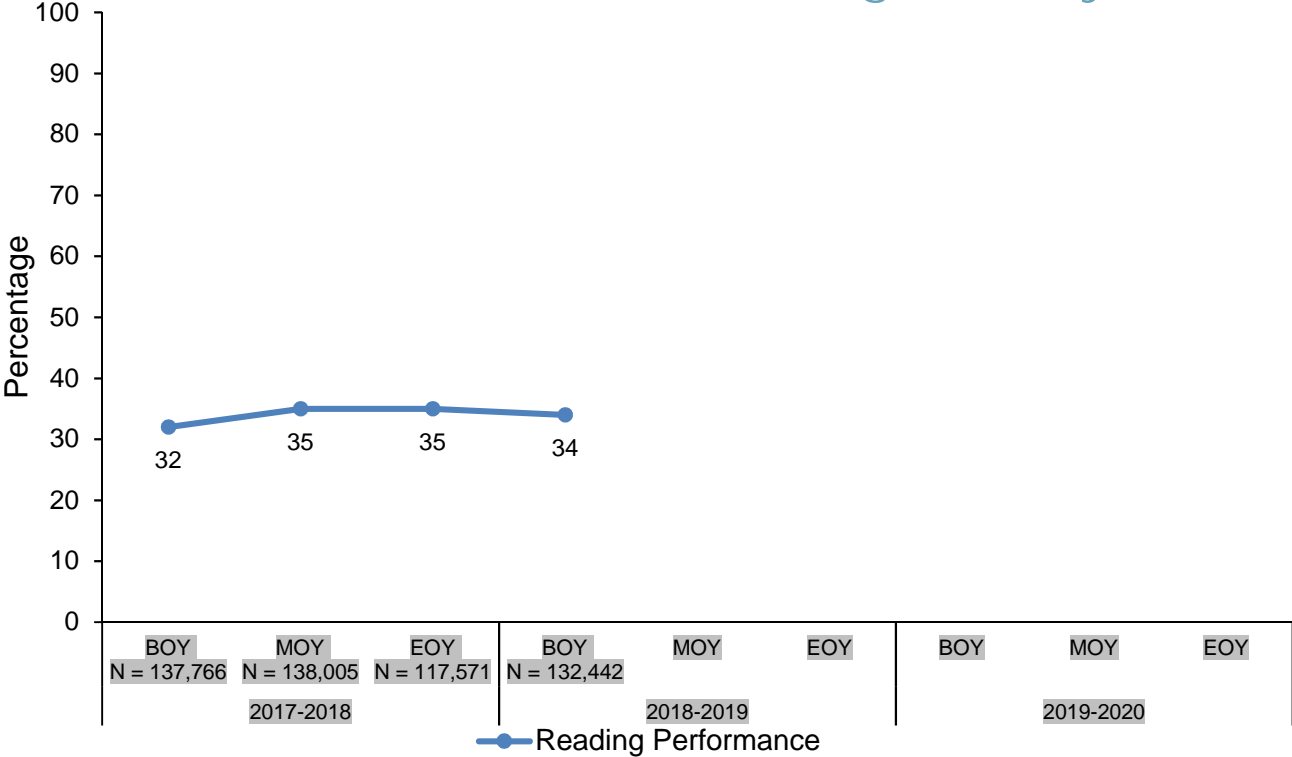
- Baseline reading data collected in September on the districtwide screener for students in grades K–12 will show improvement in the percentage of students reading on grade level at the middle and end of year testing windows by a minimum of 1.5 percentage points.

# Percentage of Students Reading At or Above Benchmark (40<sup>th</sup> Percentile) English and Spanish Results Combined



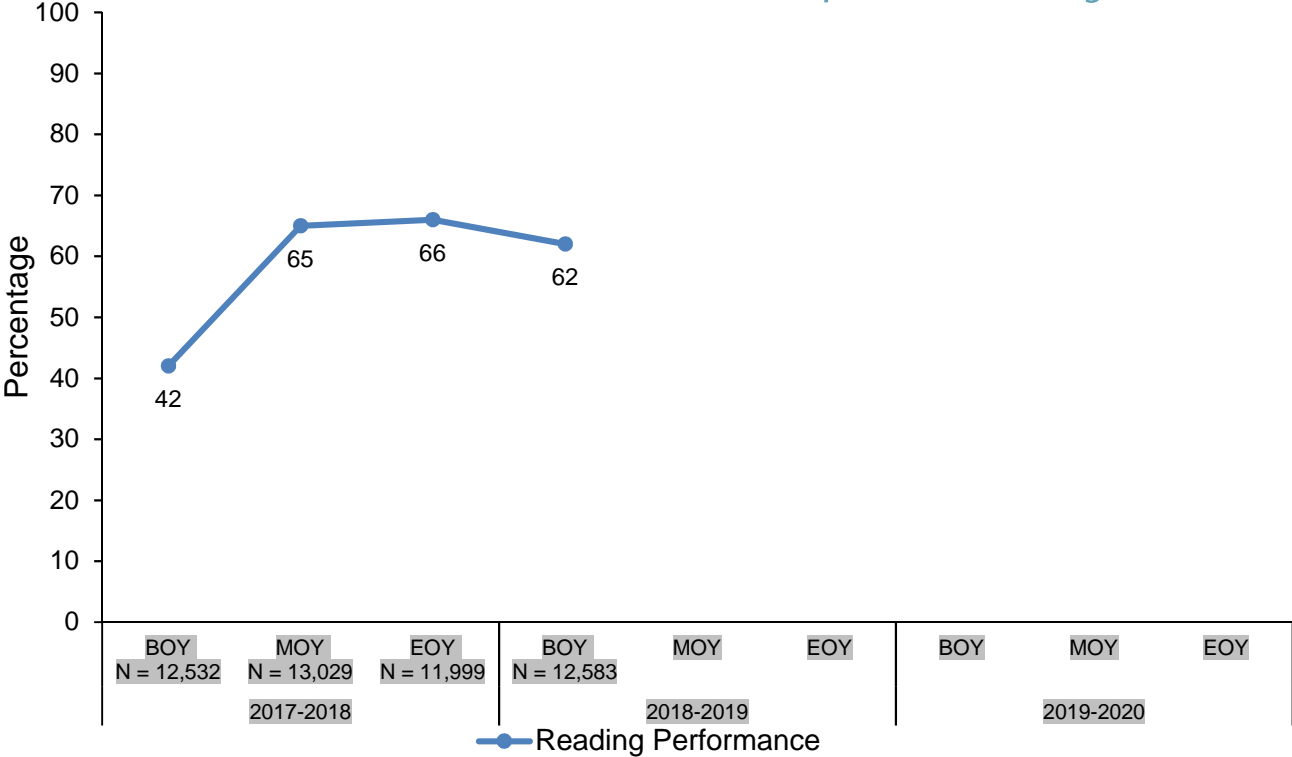
- Beginning of Year Benchmark is Presented.
- Beginning of Year Benchmark testing window was August 27 through September 21 October 3.
- Prior year's data is updated to reflect the last test result during the testing window and to exclude Early Literacy results.
- For students testing in both English and Spanish, the language with the higher result is used.

# Percentage of Students Reading At or Above Benchmark (40<sup>th</sup> Percentile) English Only



- Beginning of Year Benchmark is Presented.
- Beginning of Year Benchmark testing window was August 27 through September 21 October 3.
- Prior year's data is updated to reflect the last test result during the testing window and to exclude Early Literacy results.
- All English test results included.

Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
Spanish Only

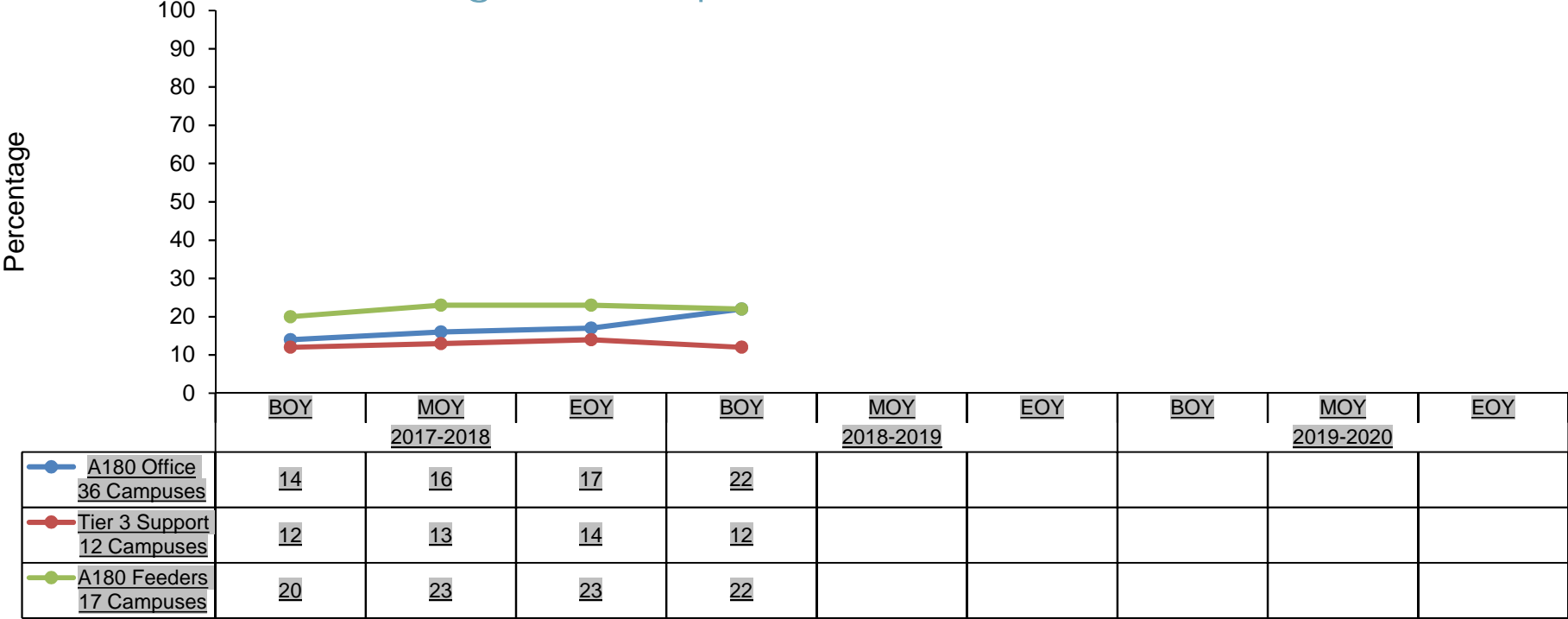


- Beginning of Year Benchmark is Presented.
- Beginning of Year Benchmark testing window was August 27 through September 21 October 3.
- Prior year's data is updated to reflect the last test result during the testing window and to exclude Early Literacy results.
- All Spanish test results included.

# Achieve 180 Campuses

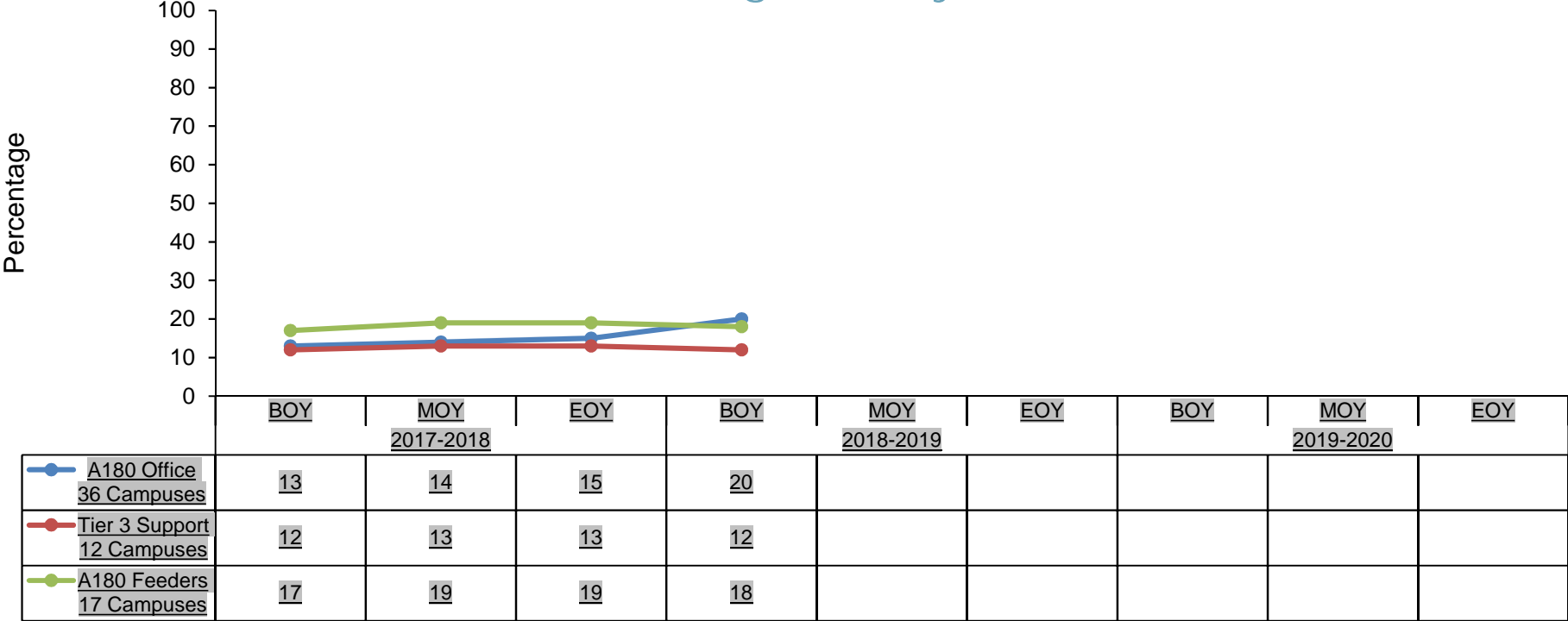
Tier 3 Support (12) Improvement Required 2-8, Supt FIR		Tier 2 Support (12) New Improvement Required, NR, FIR		Tier 1A Support (12) - FIR Former Improvement Required 1 YR		Tier 1B Support (11) - FIR Former Improvement Required 2 YR	
School	Feeder	School	Feeder	School	Feeder	School	Feeder
Blackshear ES – (FIR)	Yates	Bruce ES – (FIR)	Wheatley	Bonham ES – (FIR)	Washington	Kashmere Gardens – (FIR)	Kashmere
Dogan ES – (FIR)	Wheatley	Foerster ES (FIR) – NR	Westbury	Fondren ES – (FIR)	Westbury	Cook ES – (FIR)	Kashmere
Highland Heights (IR5) – NR	Washington	Forest Brook MS – (FIR)	North Forest	Hilliard ES – (FIR)	North Forest	Lewis ES – (FIR)	Chavez
Mading ES– (FIR)	Sterling	Deady MS – NR	Milby	Looscan ES – (FIR)	Northside	Belfort ECC - Paired	Chavez
Wesley ES – (FIR)	Washington	Holland MS – NR	Furr	Montgomery ES – (FIR)	Madison	Edison MS – (FIR)	Austin
Woodson ES – (FIR)	Worthing	Williams MS – NR	Washington	Pugh ES – (FIR)	Wheatley	Key MS – (FIR)	Kashmere
Henry MS (IR4) – NR	Sam Houston	Yates HS – NR	Yates	Stevens ES – (FIR)	Waltrip	C Martinez ES – (FIR)	Northside
Kashmere HS (IR8) – NR	Kashmere	HS Ahead MS – NR		Gregory-Lincoln – (FIR)	Heights	Young ES – (FIR)	Worthing
North Forest HS (IR3) – NR	North Forest	Cullen MS – (FIR)	Yates	Lawson MS – (FIR)	Madison	Gallegos ES – (FIR)	Milby
Wheatley HS (IR6) – NR	Wheatley	Madison HS – (FIR)	Madison	Liberty HS – (FIR)	Wisdom	Milby HS – (FIR)	Milby
Worthing HS – (FIR)	Worthing	Sugar Grove MS (IR1)	Sharpstown	Sharpstown HS – (FIR)	Sharpstown	Westbury HS – (FIR)	Sterling
Washington HS (IR2) – NR	Washington	Attucks MS (IR1) – NR	Worthing	Texas Connections – (FIR)	Charter		
School Level	Total	District	Trustee	1A – Supported through the Achieve 180 Office of School Support			
Elementary	26	I	Elizabeth Santos				
K-8	2	II	Rhonda Skillern -Jones				
Middle School	13	III	Sergio Lira				
High School	11	IV	Jolanda Jones				
Charter	1	V	Susan Deigaard				
A180 Area/Program Schools	36	VI	Holly Maria Flynn Vilaseca	Tier 1B Support (6) – IR New Improvement Required, NR			
A180 Program Only Schools	17	VII	Anne Sung				
Total A180 Schools	53	VIII	Diana Davila				
		IX	Wanda Adams				
School	Feeder	1B – Supported through other Offices of School Support					
Codwell ES (IR1)	Sterling						
Marshall ES (IR1)	North Forest						
Shearn ES (IR1)	Yates						
Sherman ES (IR1)	Northside						
Thomas MS - NR	Sterling						
Reagan K-8 - NR	Sterling						

Achieve 180\* Results – Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
English and Spanish Results Combined



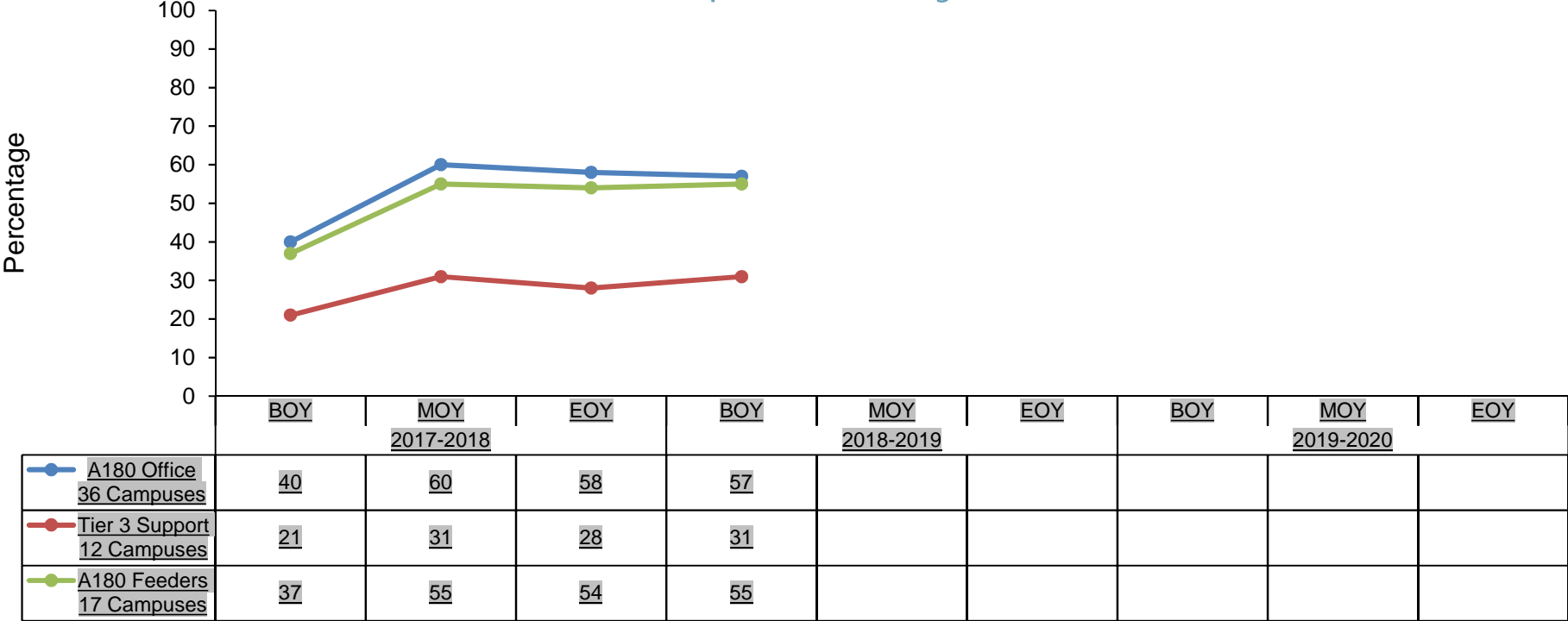
\*Achieve 180 results calculated using 2018–2019 campuses

Achieve 180\* Results – Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
English Only



\*Achieve 180 results calculated using 2018–2019 campuses

Achieve 180\* Results – Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
Spanish Only



\*Achieve 180 results calculated using 2018–2019 campuses

# Goal Progress Measure 1.2

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- Data will be collected from students in grades 4 and 7 in September, December, and February from students portfolios of writing samples based on a district rubric; percent of students receiving a passing score will increase proportionally to 90% in February from the September baseline.

# GPM 1.2 Testing Windows

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- Fall Benchmark: District Level Assessment
  - Grade 4: December 3<sup>rd</sup> – 20<sup>th</sup>
  - Grade 7: December 10<sup>th</sup> – 14<sup>th</sup>
- Spring Benchmark: STAAR Release
  - Grades 4 and 7: February 25<sup>th</sup> – March 1<sup>st</sup>

## Goal 3

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- Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and math between Spring 2017 and Spring 2020.

## Goal Progress Measure 3.1

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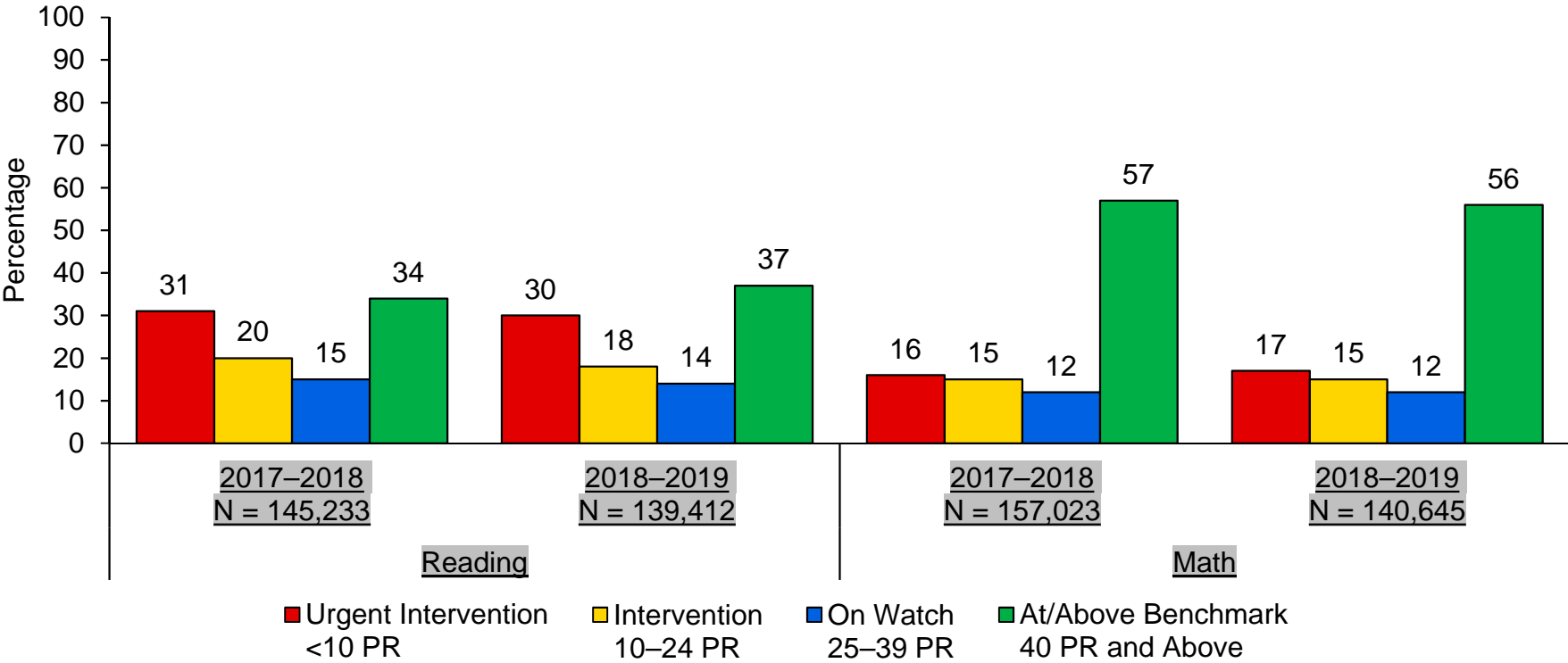
- Monthly progress monitoring of students in grades K–12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through to the End of Year (EOY) test.

# GPM 3.1 – Baseline Results

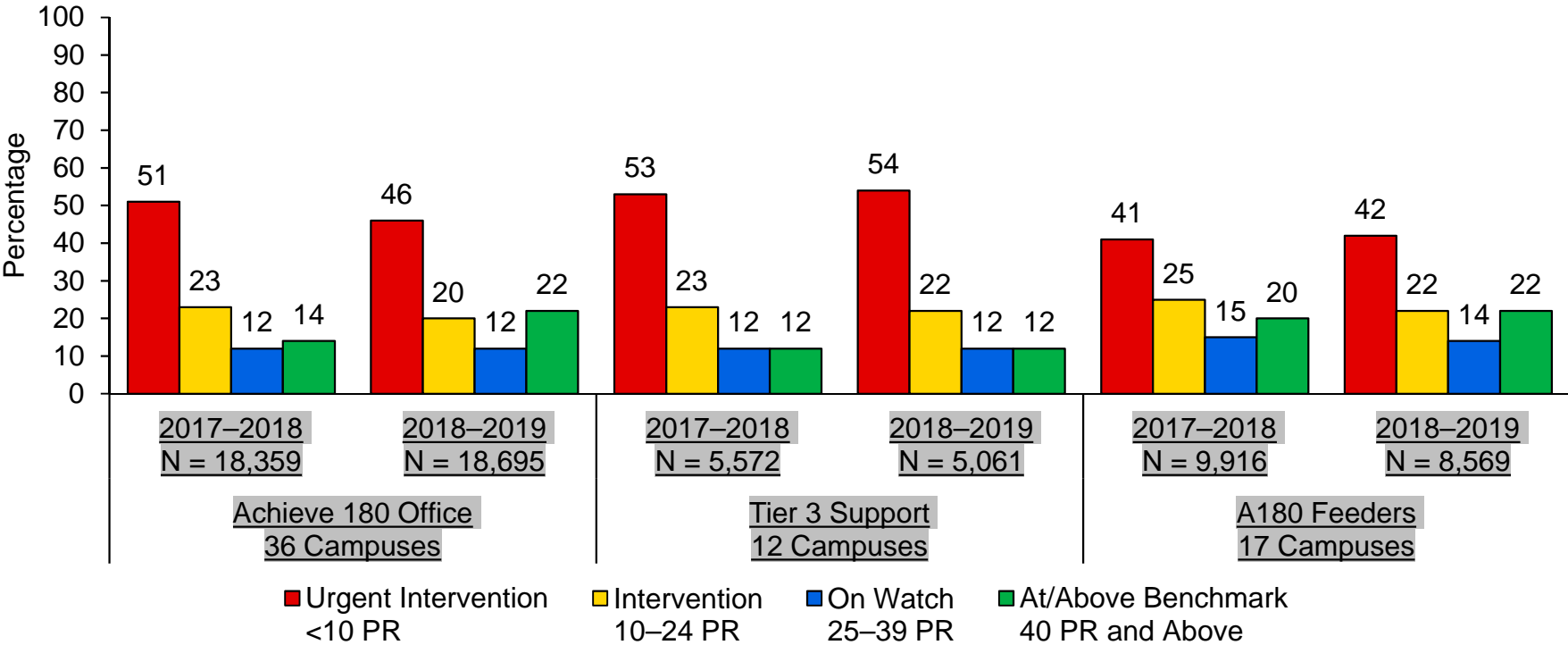
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- Students performing below the 25<sup>th</sup> percentile in reading and/or math on the Universal Screener are progress monitored in the respective subject.
- The latest attempt during the testing window is used for progress monitored designation.
- The higher performing language was used for students tested in both English and Spanish.

# District Universal Screener Results by Performance Level

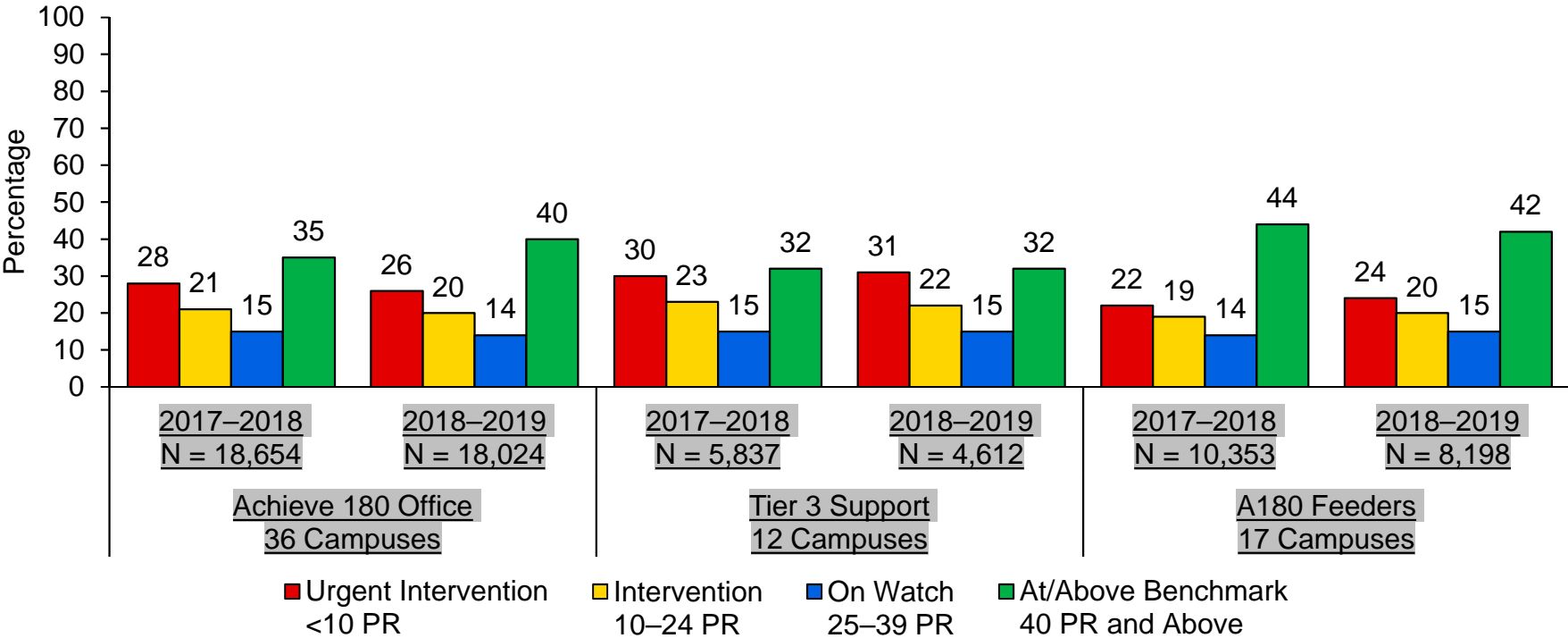


# Reading A180\* Universal Screener Results by Performance Level



\*Achieve 180 results calculated using 2018-2019 campuses

# Math A180\* Universal Screener Results by Performance Level



\*Achieve 180 results calculated using 2018-2019 campuses

HOUSTON INDEPENDENT SCHOOL DISTRICT

# Thank you

*Date: 10/11/2018*

*Presenter:*

*Carla Stevens Zack Bigner*

*Assistant Superintendent, Manager,*  
*Research and Accountability*



# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal 1, October 2018

#### Reading and Writing at or Above Grade Level

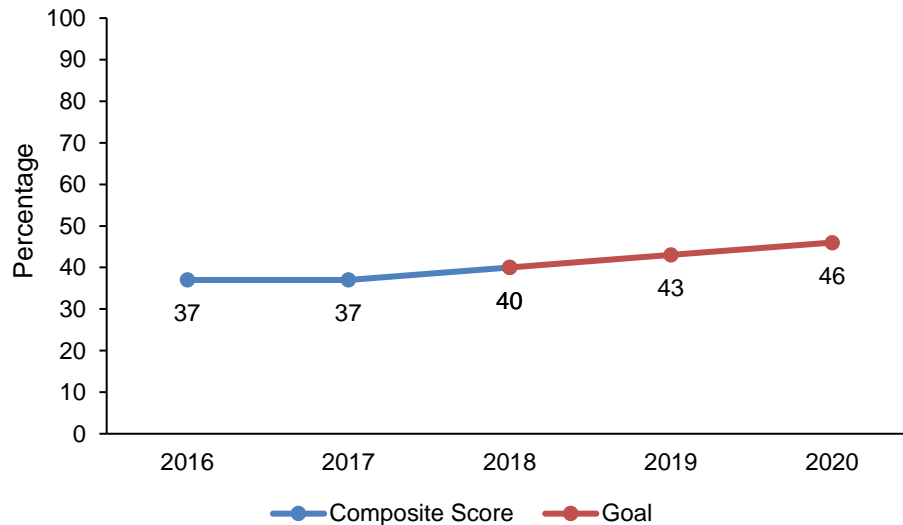
##### Goal Measure 1

##### Evaluation

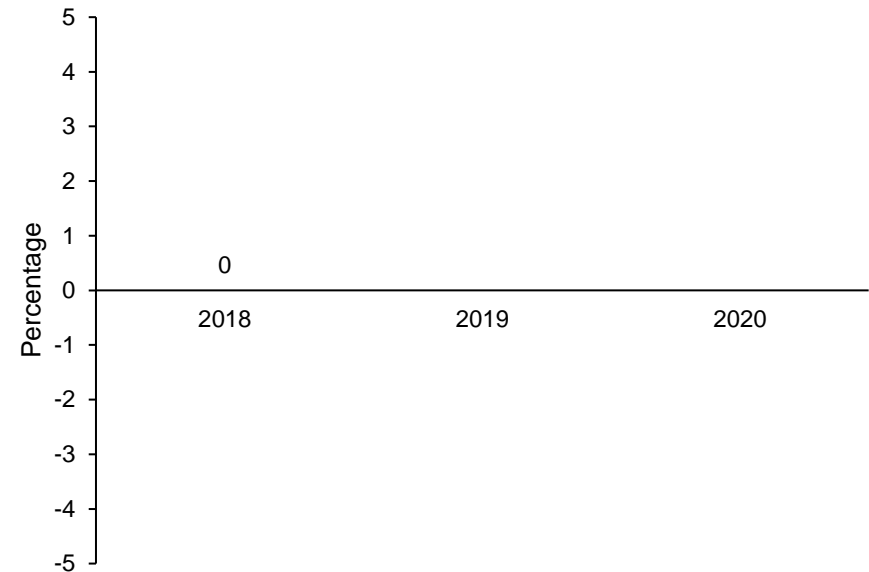
Percent of students reading and writing at or above grade level for grades 3 through English II will increase by three percentage points annually between Spring 2017 and Spring 2020.

2018 Met Goal

Percent of Tests  
At or Above Grade Level



Percentage Points Above or Below Goal



##### Support Data

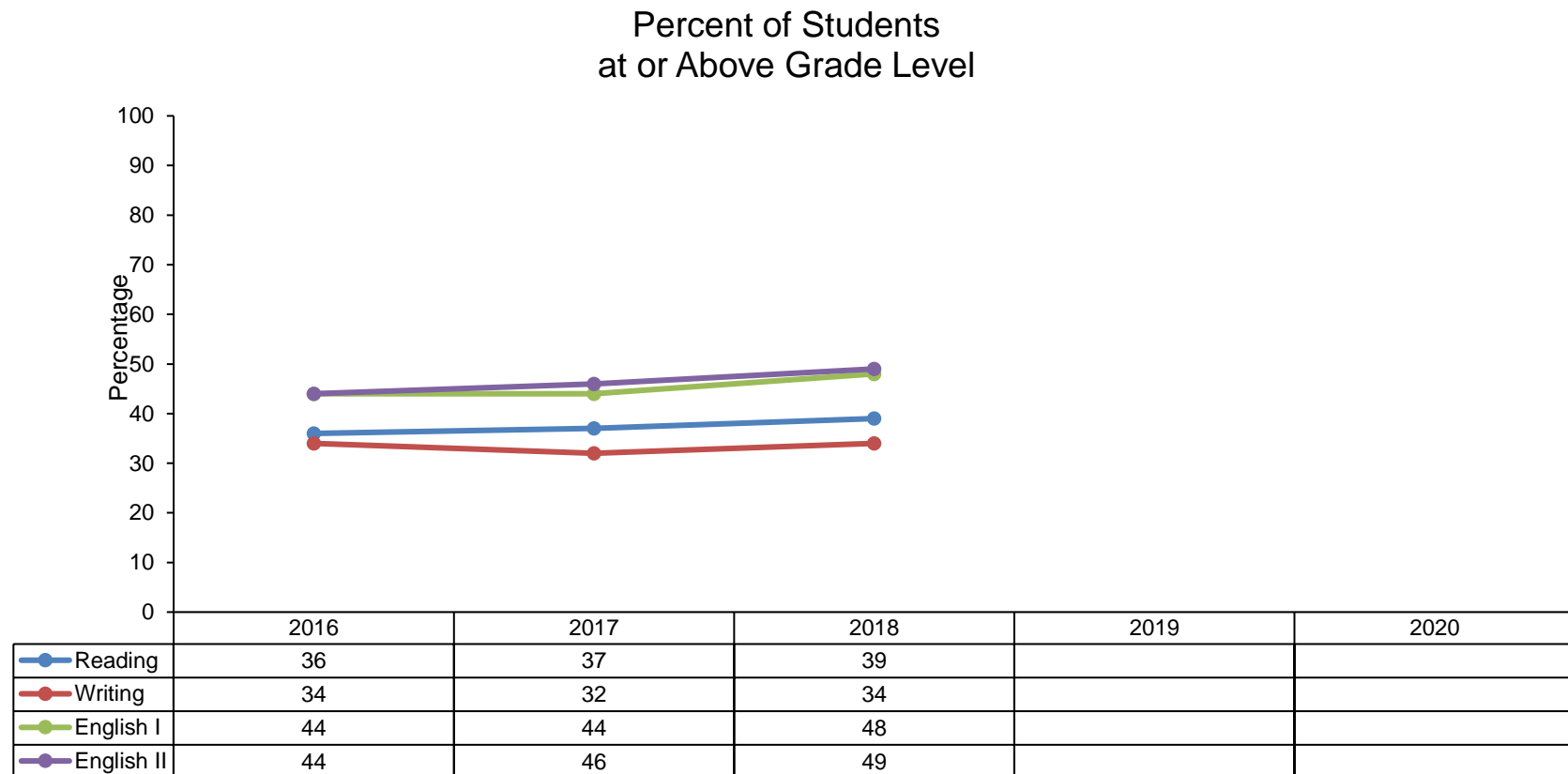
- Results by subject are presented on the following page.
- STAAR Reading Grades 3–5 results by language are presented on page 3.
- STAAR Writing Grade 4 results by language are presented on page 4.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Measure 1 Support Data (Cont.)

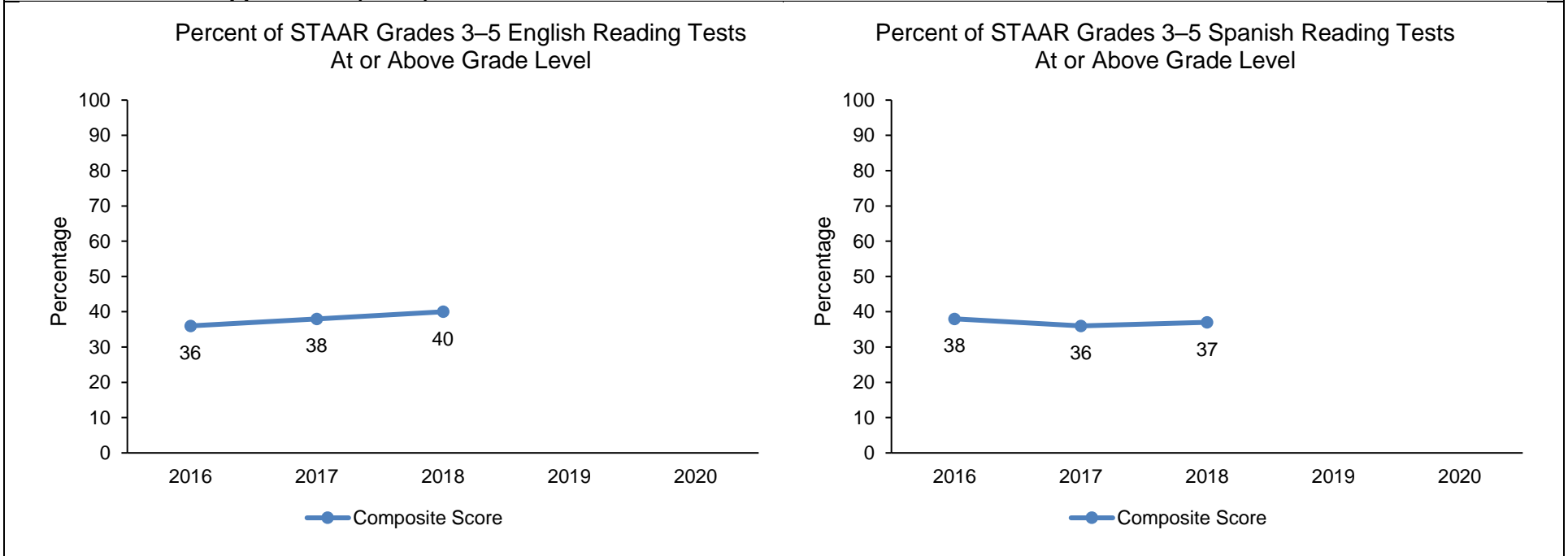


# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Measure 1 Support Data (Cont.)

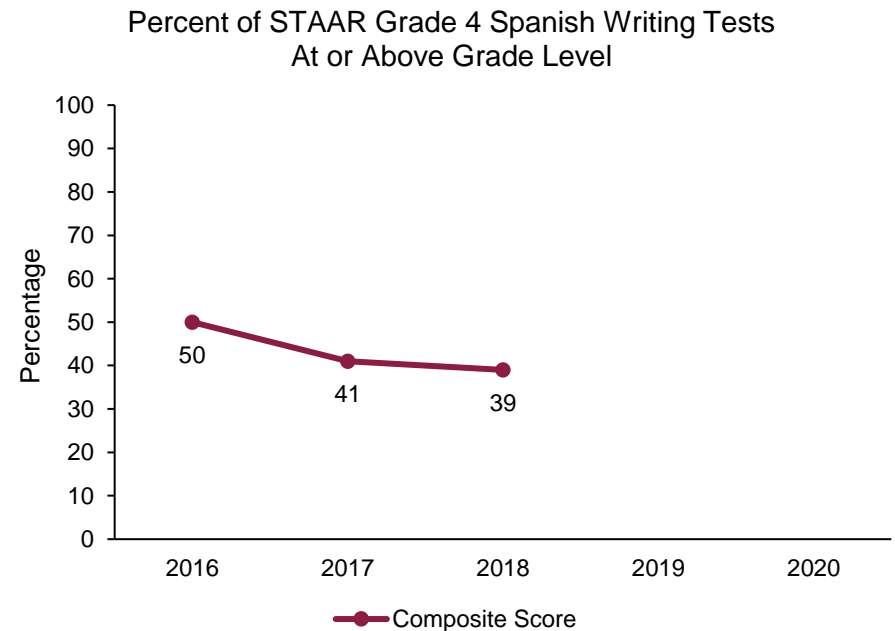
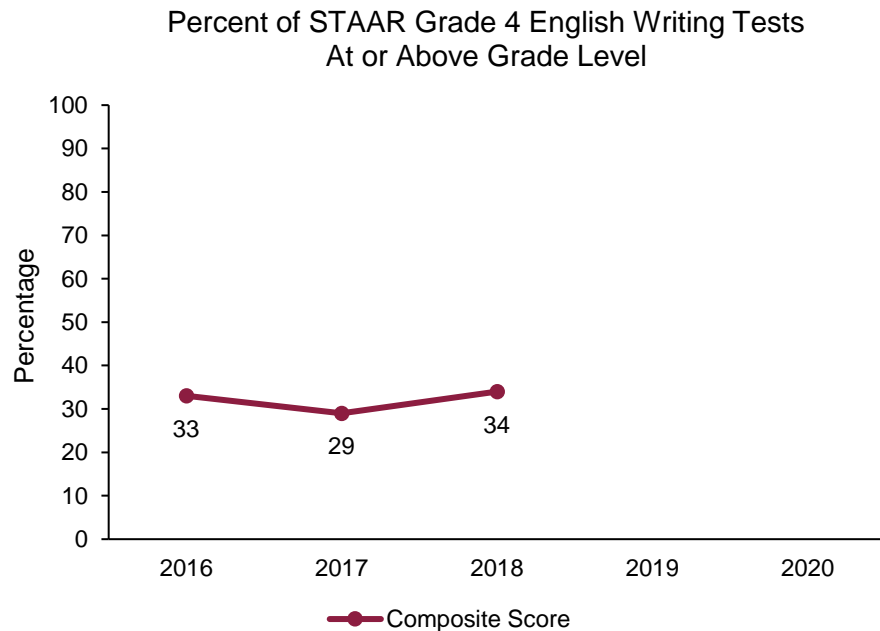


# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Measure 1 Support Data (Cont.)



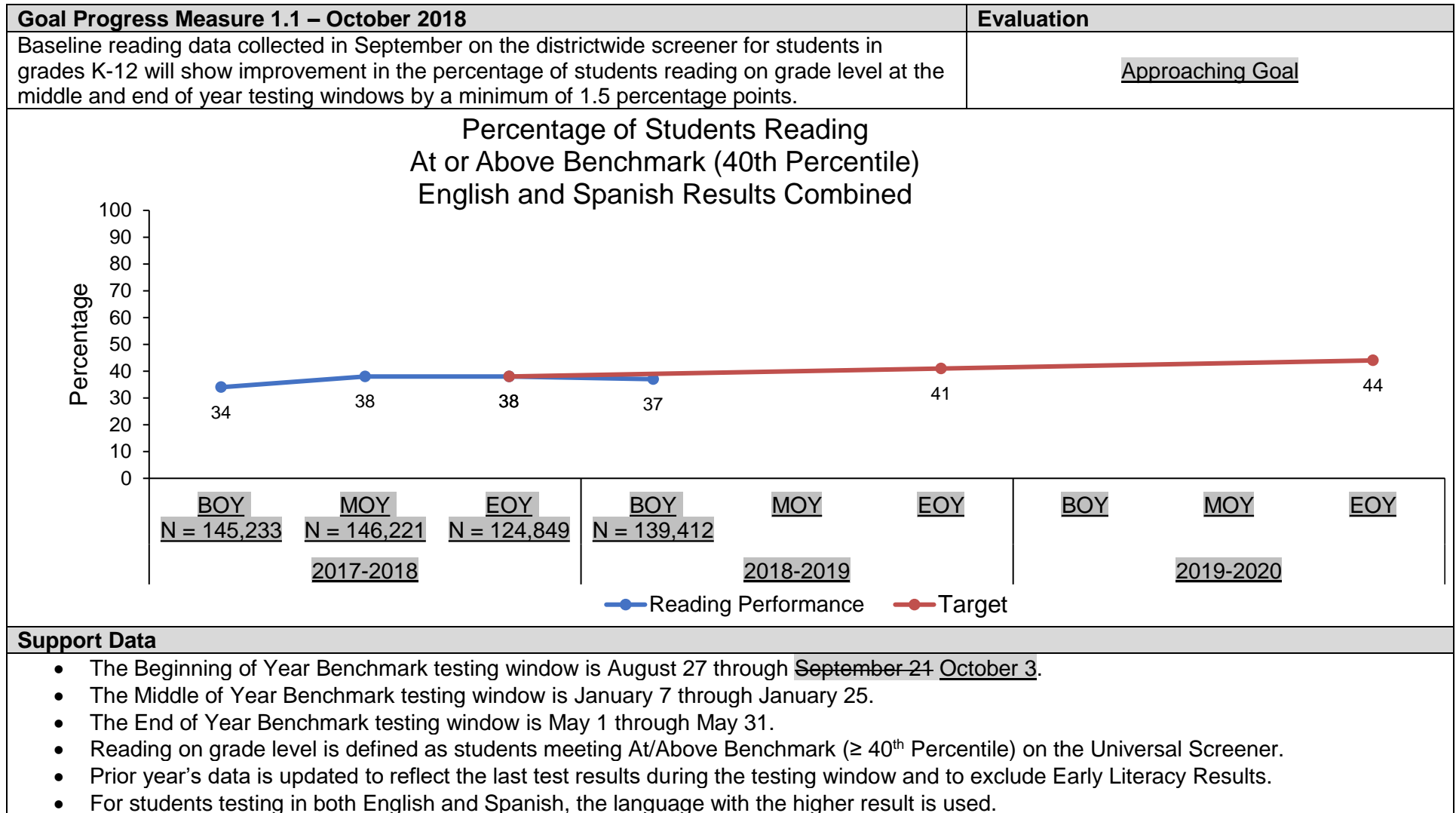
### Data Sources

- Results come from the TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Data includes all test version except the STAAR Alt. 2 testers.
- EOC results include first-time testers only.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018



### Support Data

- The Beginning of Year Benchmark testing window is August 27 through ~~September 24~~ October 3.
- The Middle of Year Benchmark testing window is January 7 through January 25.
- The End of Year Benchmark testing window is May 1 through May 31.
- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- Prior year's data is updated to reflect the last test results during the testing window and to exclude Early Literacy Results.
- For students testing in both English and Spanish, the language with the higher result is used.

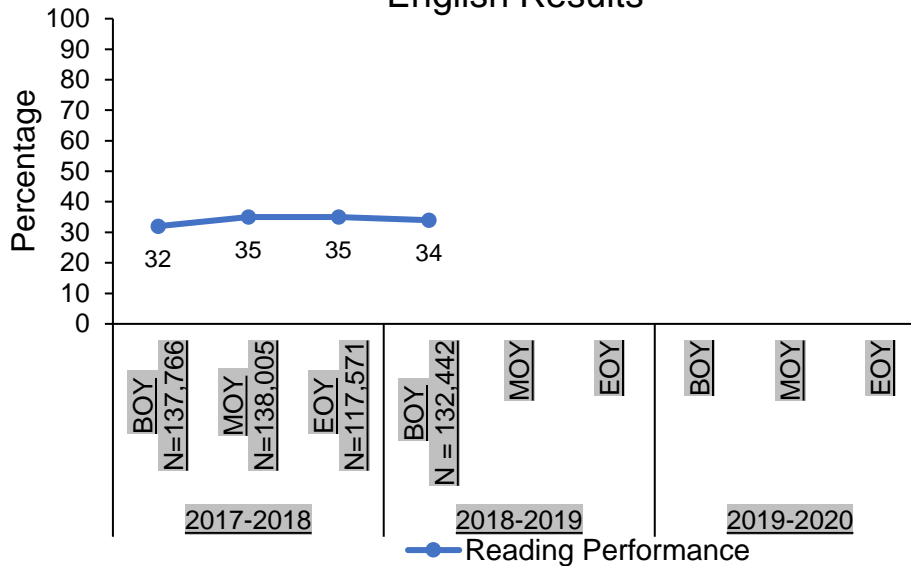
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

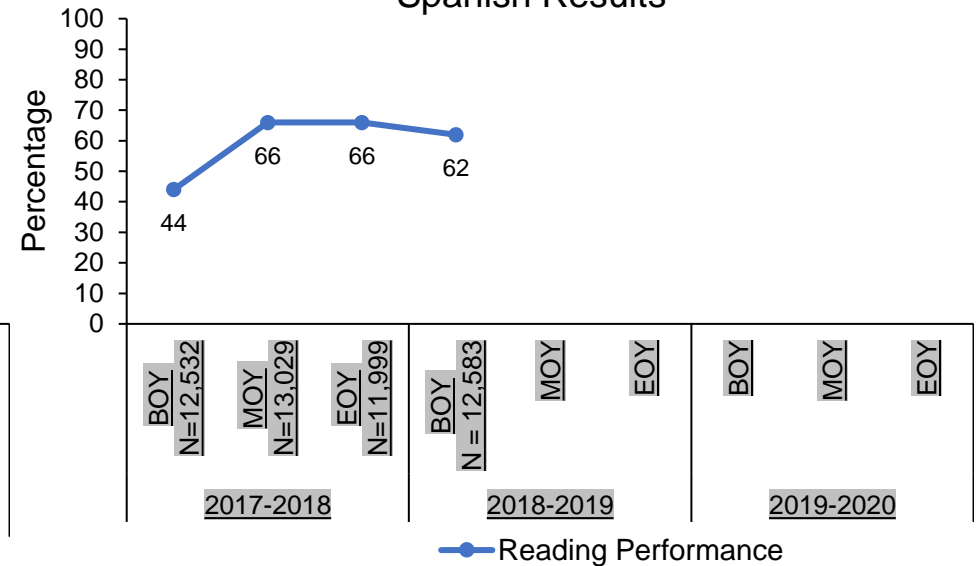
## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Support Data (Cont.)

Percentage of Students Reading  
At or Above Benchmark (40th Percentile)  
English Results



Percentage of Students Reading  
At or Above Benchmark (40th Percentile)  
Spanish Results



### Data Sources and Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener. Prior year's data is updated to reflect the last test results during the testing window and to exclude Early Literacy results.
- All English and Spanish tests are included.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Achieve 180 Data

Percentage of Students Reading  
At or Above Benchmark (40th Percentile)  
Achieve 180 English and Spanish Results Combined

Percentage

100  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0

BOY MOY EOY BOY MOY EOY BOY MOY EOY

2017-2018 2018-2019 2019-2020

— A180 Office  
36 Campuses  
— Tier 3 Support  
12 Campuses  
— A180 Feeders  
17 Campuses

14

16

17

22

12

13

14

12

20

23

23

22

### Notes

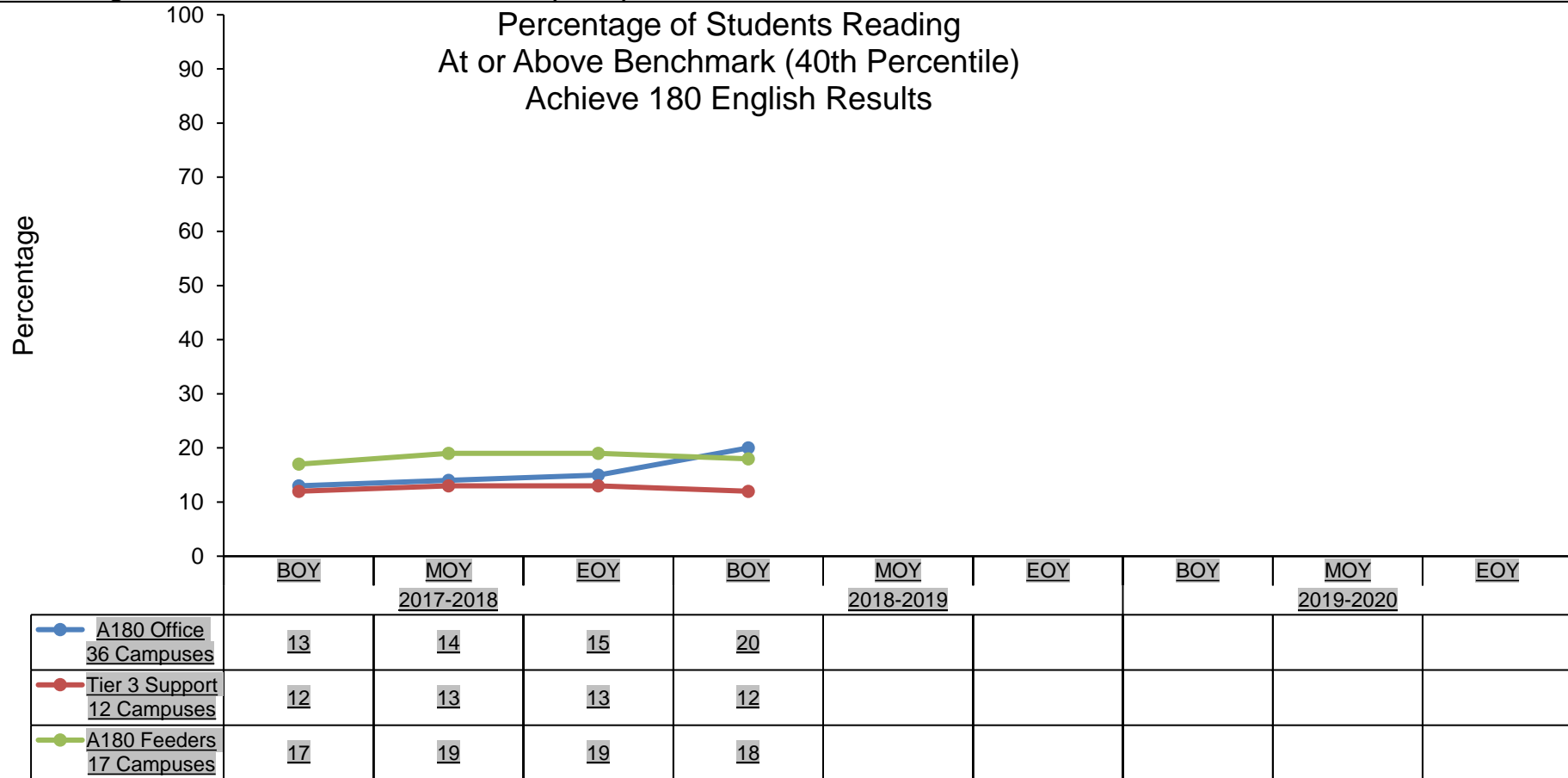
- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used.
- Achieve 180 results calculated using 2018–2019 campuses.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Achieve 180 Data (Cont.)



#### Notes

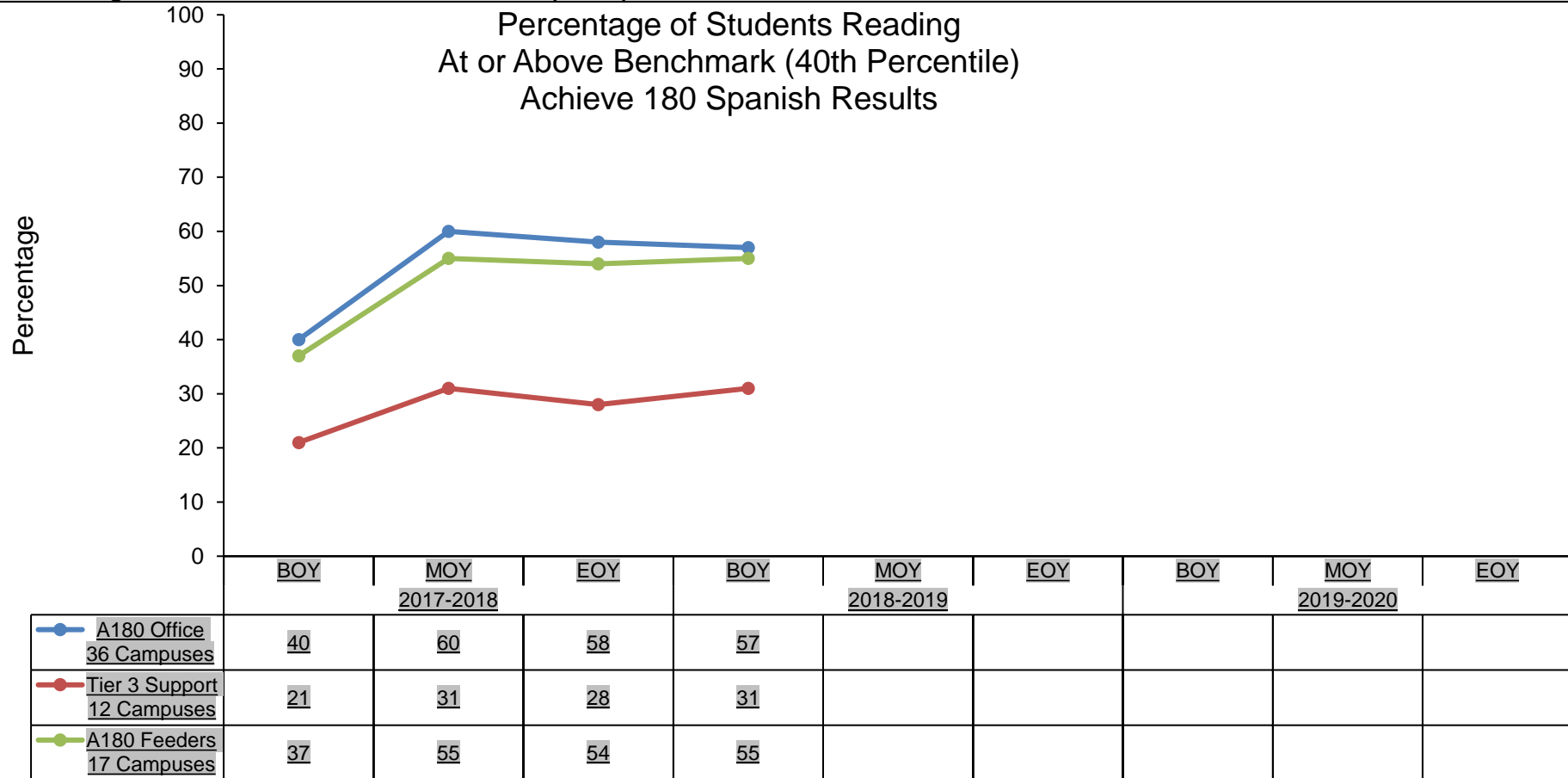
- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- All English test results included.
- Achieve 180 results calculated using 2018–2019 campuses.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Achieve 180 Data (Cont.)



#### Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- All Spanish test results included.
- Achieve 180 results calculated using 2018–2019 campuses.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 **Administrative Superintendent's Response**

Elementary and Secondary Curriculum & Development, Special Populations, Student Assessment, and the Area Offices are working collaboratively in response to beginning of the year Reading Universal Screener data to effectively support campus leaders and teachers to increase student achievement. Below are specific supports that have been implemented:

- All principals participated in customized reading and writing training during the June 2017 Professional Learning Series including curriculum, formative assessment, special education, interventions, social and emotional learning, and school improvement planning.
- Elementary and Secondary Curriculum & Development created a district-wide writing plan and presented this plan during the September board workshop.
- All principals are participating in monthly writing professional development during the principals meeting.
- Elementary teachers are participating in a 4-part writing professional development writing series July 2018-March 2019. Secondary teachers are participating in a 5-day writing professional series from September 2018 through January 2019.
- Secondary ELA teachers from across the district, including A180 teachers, are participating in a writing cohort (Write Beside Us) in conjunction with Inprint and the Harris County Department of Education (HCDE) to develop teachers' writing skills and abilities to teach writing.
- All campuses received support to create a campus writing plan to increase student writing across all content areas with the guidance and support of the Curriculum & Development Departments and School Area Offices.
- Secondary Curriculum & Development created content-specific writing toolkits that include student writing examples, rubrics, instructional best practices, and guidance documents as an additional support to school leaders and teachers.
- As of this school year, in addition to Achieve 180 support, all School Area Offices receive curriculum and instruction support through Teacher Development Specialists (TDS) for Literacy, ESL, English Language Arts, Math, and Special Education. TDS model effective lessons, co teach, and facilitate planning sessions.
- Monthly training sessions are provided to all campus leaders and core content teachers in partnership with Lead4ward to support best practices in curriculum implementation and use of formative assessment data.
- Extended Wednesday professional development sessions are occurring on Achieve 180 campuses with a focus on formative assessment data, Lead4ward resources, and effective lesson planning.
- Early Dismissal professional development focused on writing across the curriculum is provided on the following dates: September 21, October 19, November 9, January 18, and February 15 to all PK-12 core content teachers. Locations are dispersed throughout all geographic areas of the district.
- Calibrated instructional walks are taking place in collaboration with Area Offices and Academics leadership teams to address specific campus support around instructional practices to increase student achievement, including lesson design and delivery and student engagement and outcomes.

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ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

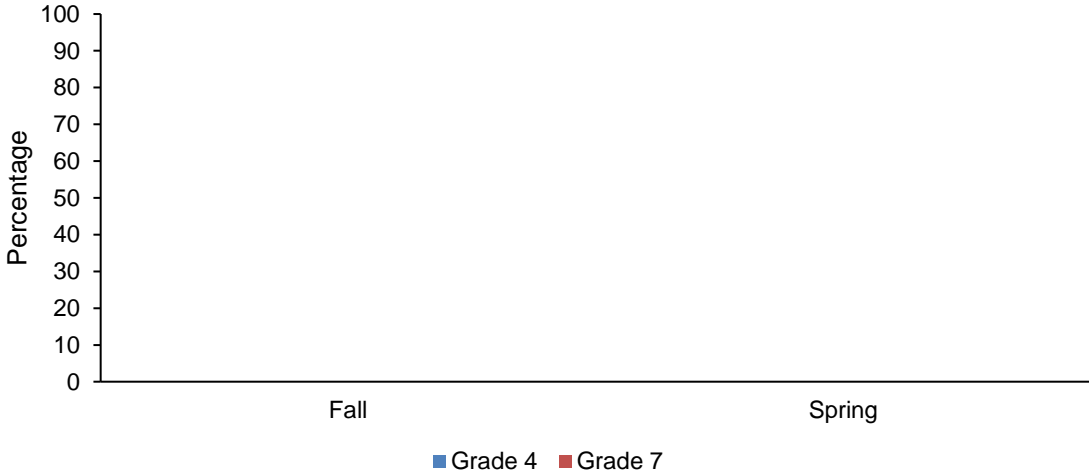
### Goal Progress Measure 1.1 Superintendent's Response (Cont.)

- The Office of Special Education Services is providing training for special education teachers once per six weeks and upon campus request around IEP implementation and use of Goal Book and other resources to scaffold for special education students.
- All secondary department chairs and elementary lead teachers are receiving writing TOT (Training of Trainers) support during monthly department chair/lead teacher meetings.
- Collaborative planning sessions among the School Area and Academics Offices are being held bi-weekly to ensure alignment between support and improved student achievement.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

Goal Progress Measure 1.2 – October 2018	Evaluation
Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; percent of students receiving a passing score will increase proportionally to 90% in February from the September baseline.	
<p style="text-align: center;"><b>Percentage of Students Receiving a Passing Writing Score</b></p>  <p style="text-align: center;">■ Grade 4 ■ Grade 7</p>	
Support Data	
<ul style="list-style-type: none"> <li>Fall benchmark results will be based on the District Level Assessment for both grades 4 and 7 (administered between December 3<sup>rd</sup> and 20<sup>th</sup> and December 10<sup>th</sup> and 14<sup>th</sup> respectively).</li> <li>Spring benchmark results will be based on the STAAR Release for both grades 4 and 7 (administered between February 25<sup>th</sup> and March 1<sup>st</sup>).</li> </ul>	

**Goal Monitoring Report – October 2018**

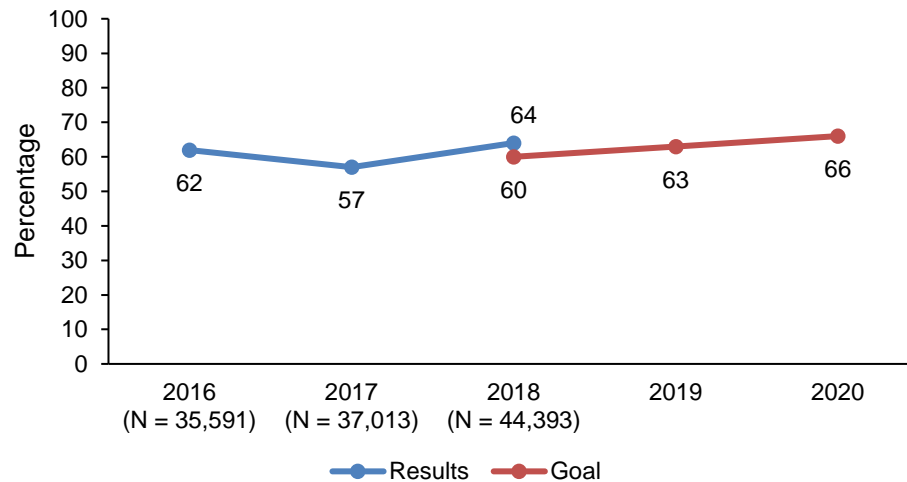
<b>Goal Progress Measure 1.2 Superintendent's Response</b>

## Goal Monitoring Report – October 2018

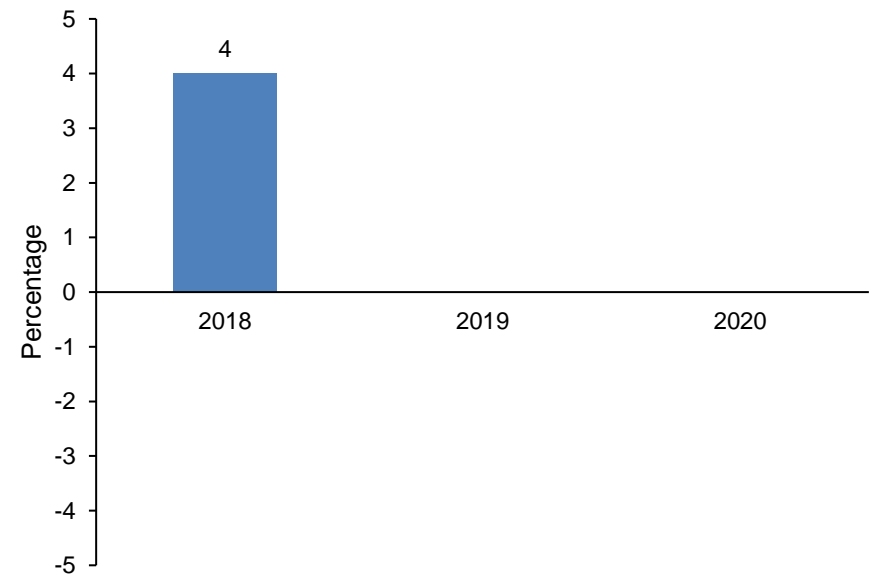
### Goal 3, October 2018 Academic Growth

Goal 3	Evaluation
Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and math between Spring 2017 and Spring 2020.	2018 Exceeded Goal

Reading and Math Composite Score of  
Percentage of Prior Year Below Satisfactory  
Testers Meeting Growth



Percentage Points Above or Below Goal



### Support Data

- Additional support data dividing results by Subject is provided on the next page.

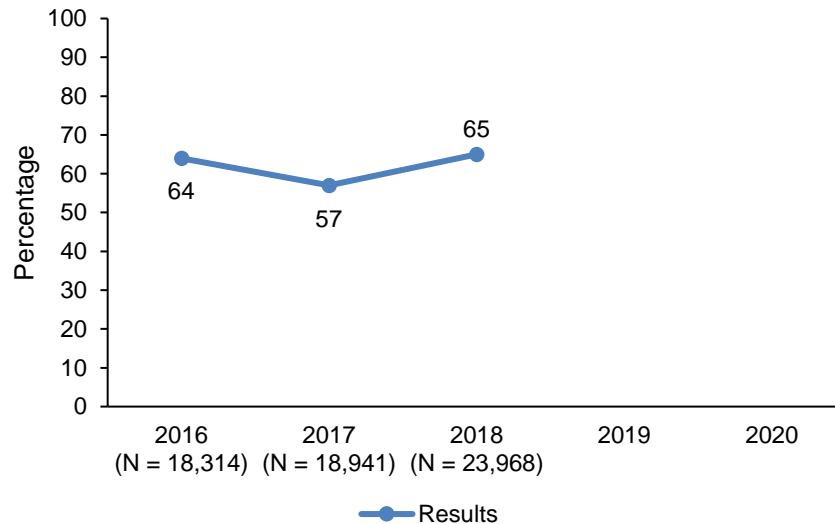
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

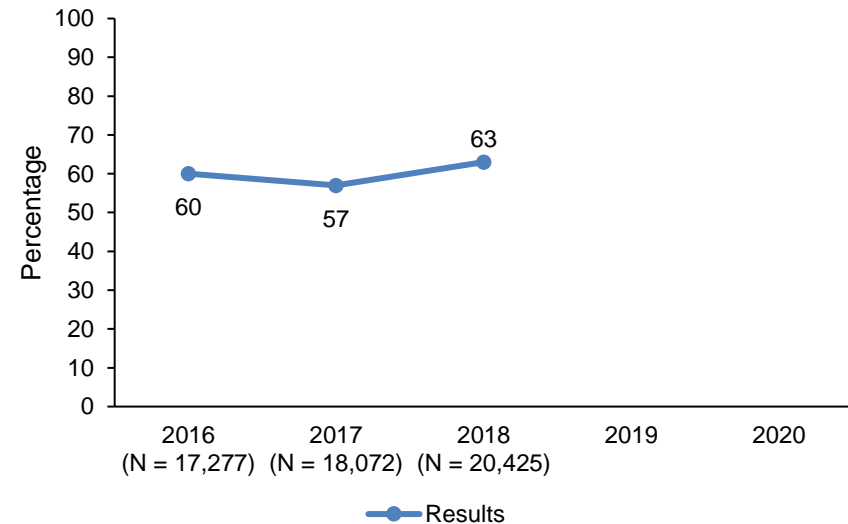
## Goal Monitoring Report – October 2018

### Goal Measure 3 Support Data (Cont.)

Percentage of Prior Year Reading Below Satisfactory Students Meeting Growth



Percentage of Prior Year Math Below Satisfactory Students Meeting Growth



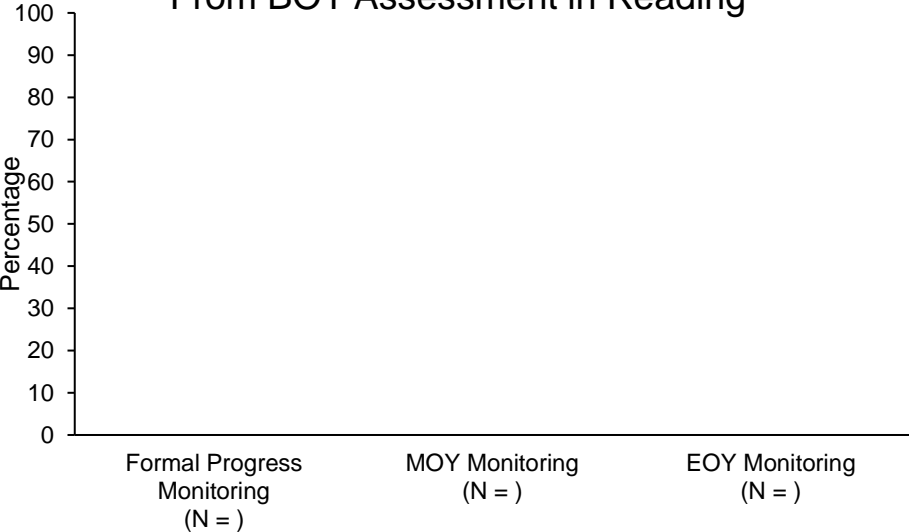
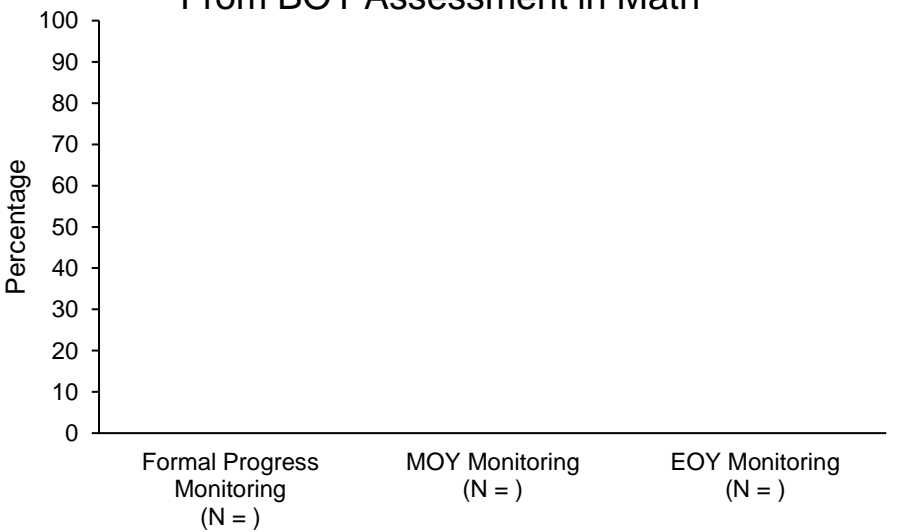
### Data Sources

- Results come from the TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Results include students who did not meet the approaches grade level standard on the prior year and received a STAAR progress measure for the current year.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

Goal Progress Measure 3.1 – October 2018	Evaluation
Monthly progress monitoring of students in grades K-12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through to the End of Year (EOY) test.	<u>Approaching Goal</u>
<p><b>Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading</b></p> 	<p><b>Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math</b></p> 
<b>Support Data</b>	
<ul style="list-style-type: none"> <li>• The Beginning of Year Benchmark testing window is August 27 through <del>September 21</del> <u>October 3</u>.</li> <li>• The Formal Progress Monitoring testing window is November 5 through 16.</li> <li>• The Middle of Year Benchmark testing window is January 7 through January 25.</li> <li>• The End of Year Benchmark testing window is May 1 through May 31.</li> <li>• Students performing below the 25<sup>th</sup> percentile in reading and/or math on the Universal Screener are progress monitored in the respective subject.</li> </ul>	

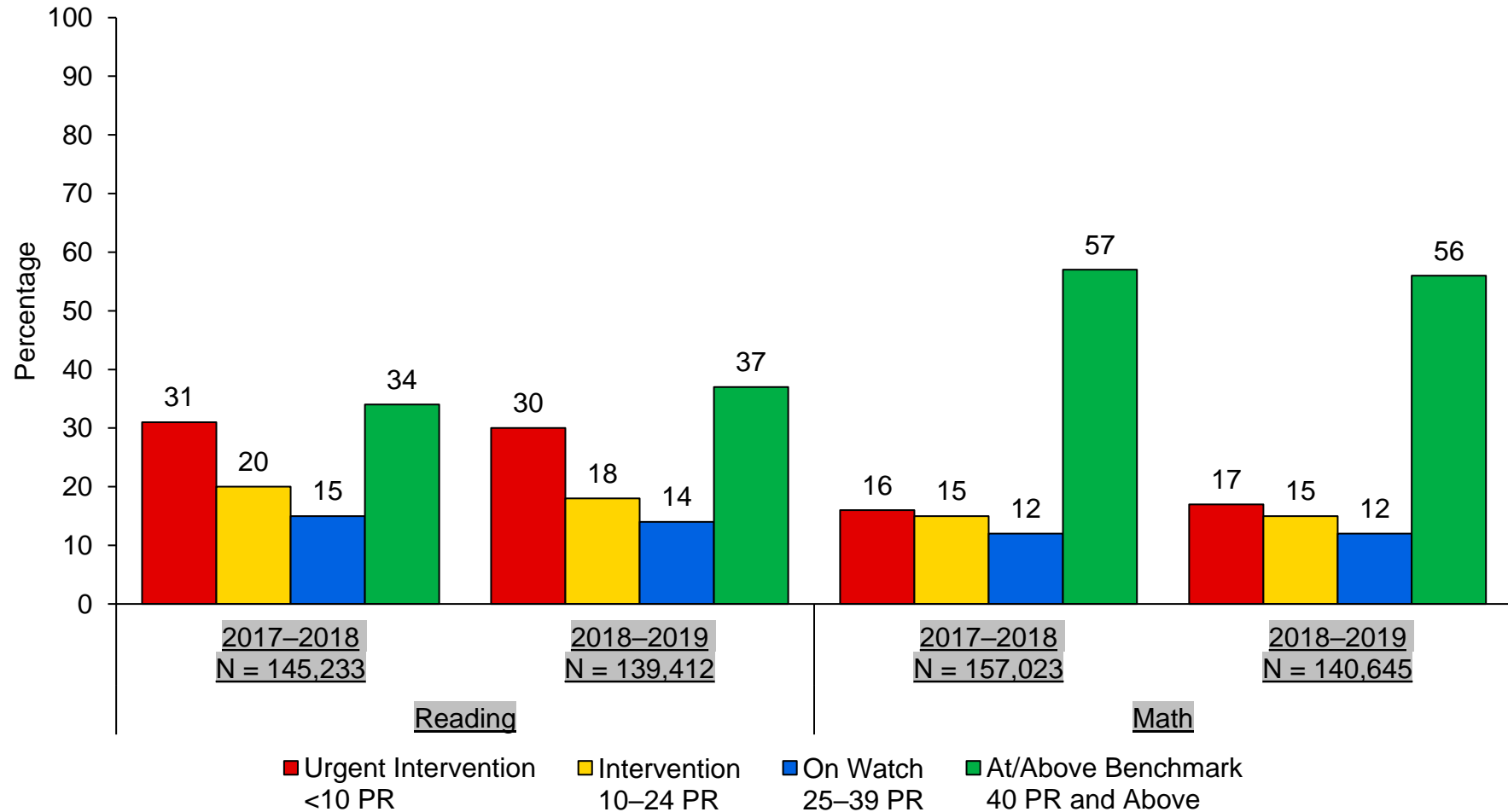
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Support Data (Cont.)

#### Universal Screener BOY Performance Level



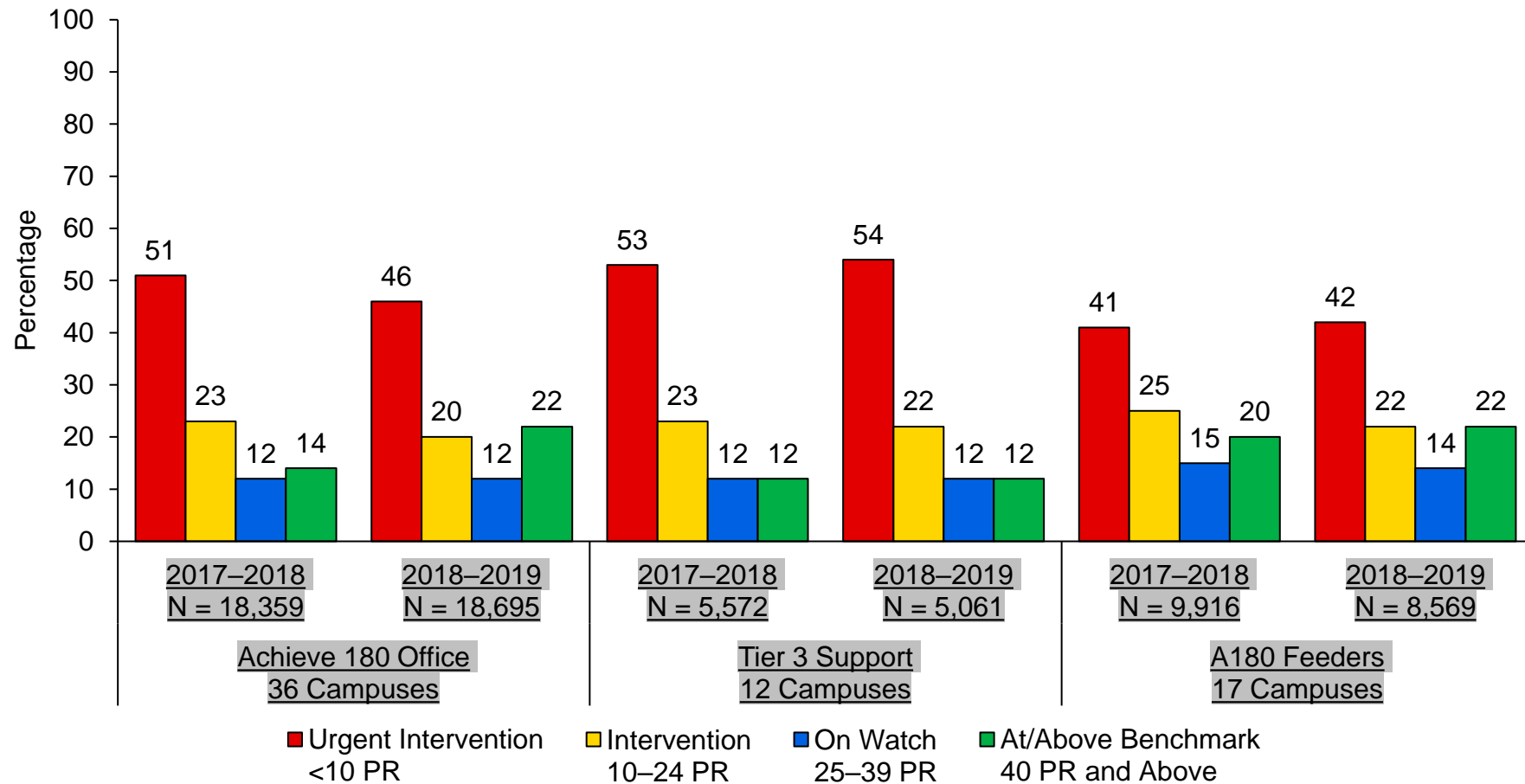
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ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Achieve 180 Data

#### Universal Screener BOY Performance Level Achieve 180\* Reading Results



\*Achieve 180 results calculated using 2018-2019 campuses

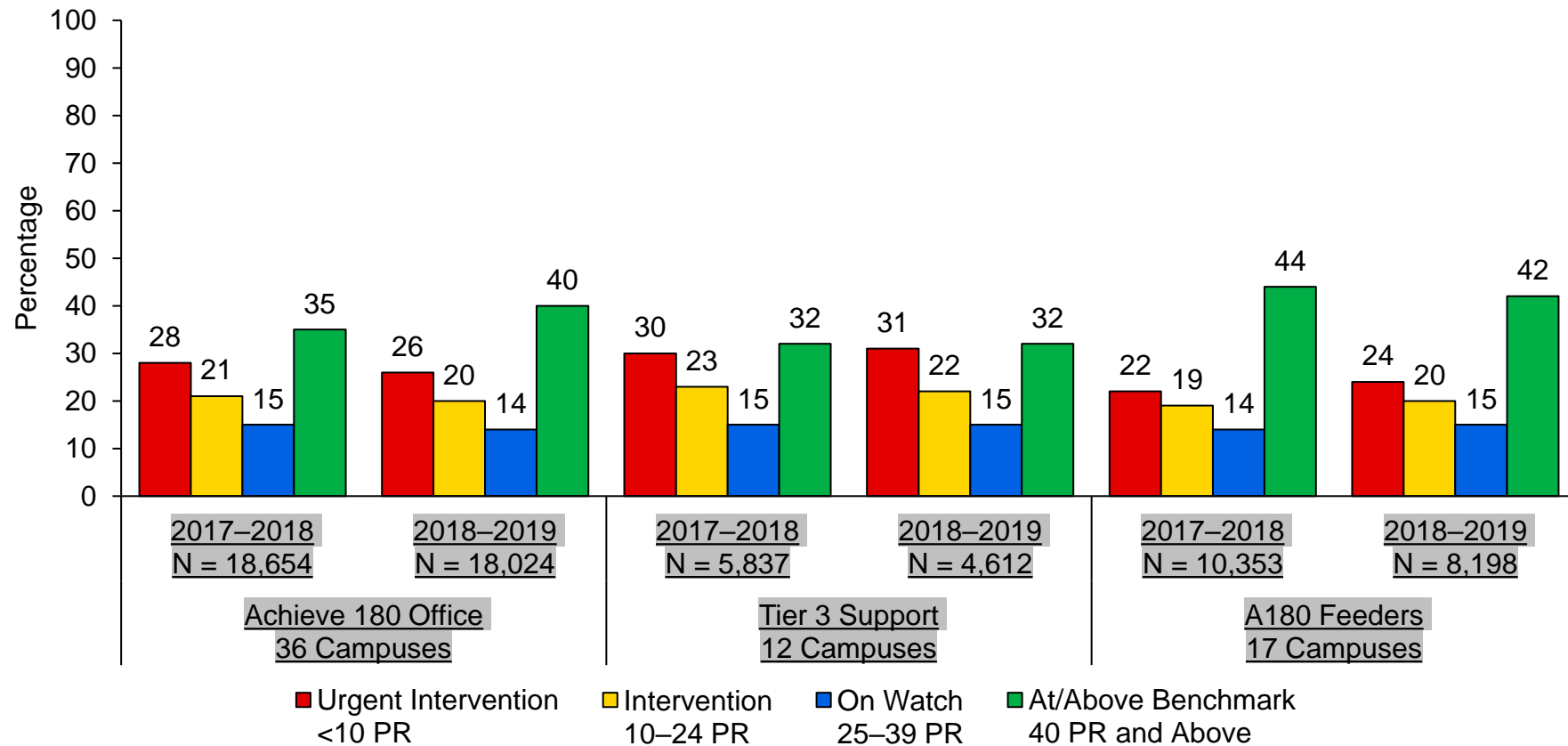
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Achieve 180 Data (Cont.)

#### Universal Screener BOY Performance Level Achieve 180\* Math Results



\*Achieve 180 results calculated using 2018–2019 campuses

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Administrative Superintendent's Response

- Students that were identified as "Intervention" or "Urgent Intervention" on the reading screener will receive targeted support designed to address specific skill deficits prior to progress monitoring (November 5-16). This could include additional reading instruction through an interventionist or other campus-based support.
- All campuses receive support from IAT Managers and Intervention TDS's around the use of student data to develop effective intervention plans, designing the master schedule to meet the needs of all students, identifying appropriate resources for tiered support, administering and analyzing the universal screener data, small-group instruction, and other campus needs.
- Elementary and Secondary Curriculum & Development and the Multilingual Department is providing Sheltered Instruction professional development to support English Learners during the months of October and November for each School Area Office.
- Secondary Reading Intervention teachers received training August 2018 - October 2018 to Implement Read to Achieve. Read to Achieve is a targeted intervention program designed to address literacy and comprehension skills for students enrolled in Strategic Reading and Writing (SRW) courses.
- The Office of Special Education Services is hosting SPED-U, an ongoing professional development support for special education and general education teachers focused on literacy, quality instructional support for students with disabilities, the use of Goal Book as a support tool, and other related learning.
- The Office of Special Education Services is providing training to parents, teachers, and other stakeholders around the use of the Parent Portal to track student progress, IEP progress reports, and other tools to monitor progress toward IEP goals.
- Data Driven Instruction Specialists (DDIS) provide training to assist A180 teachers in identifying common misconceptions and embedding scaffolds to support Tier 1 instruction, tools for leveraging the universal screener to identify specific skill deficits, and data protocols for tracking student progress.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

# GPMs 1.1, 1.2, and 3.1

*Date: 10/11/2018*

*Presenter:*

*Zack Bigner*

*Manager, Research and Accountability*



# Goal 1

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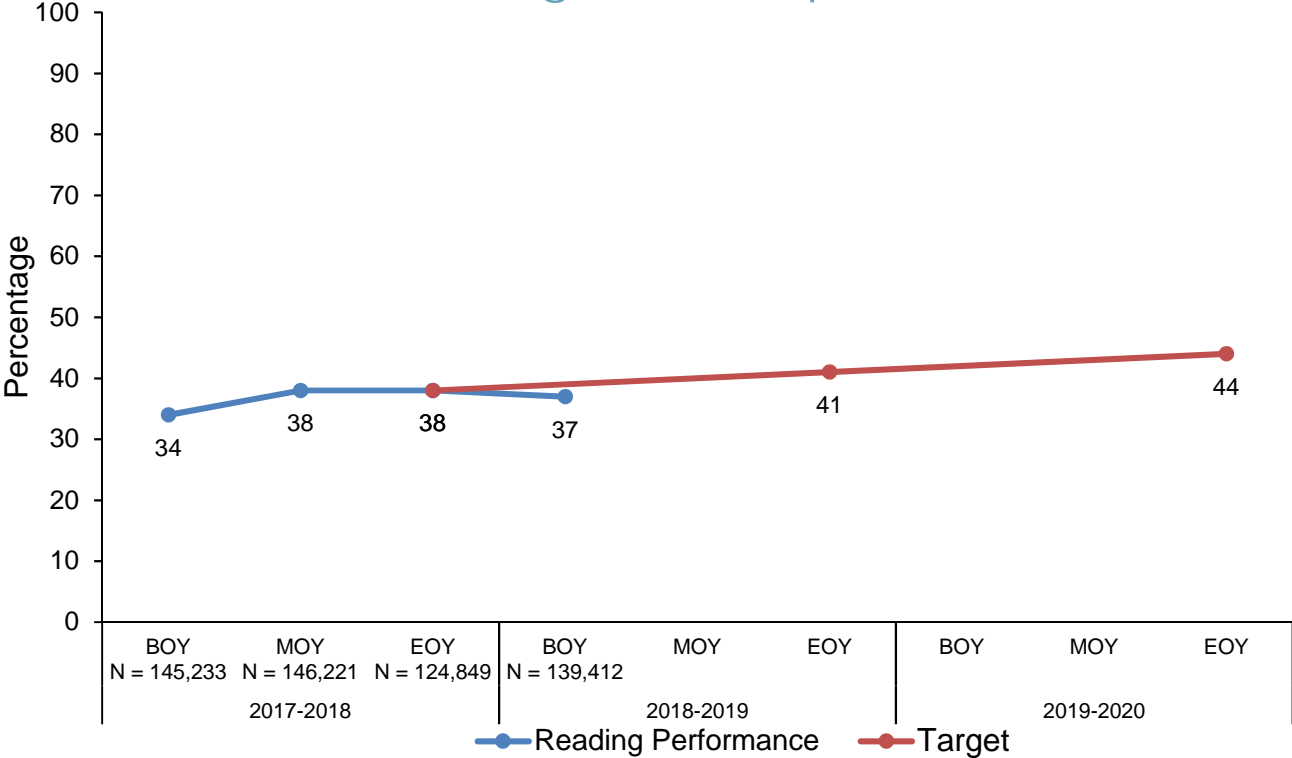
- The percentage of students reading and writing at or above grade level for grades 3 through English II shall increase by three percentage points annually between Spring 2017 and Spring 2020.

# Goal Progress Measure 1.1

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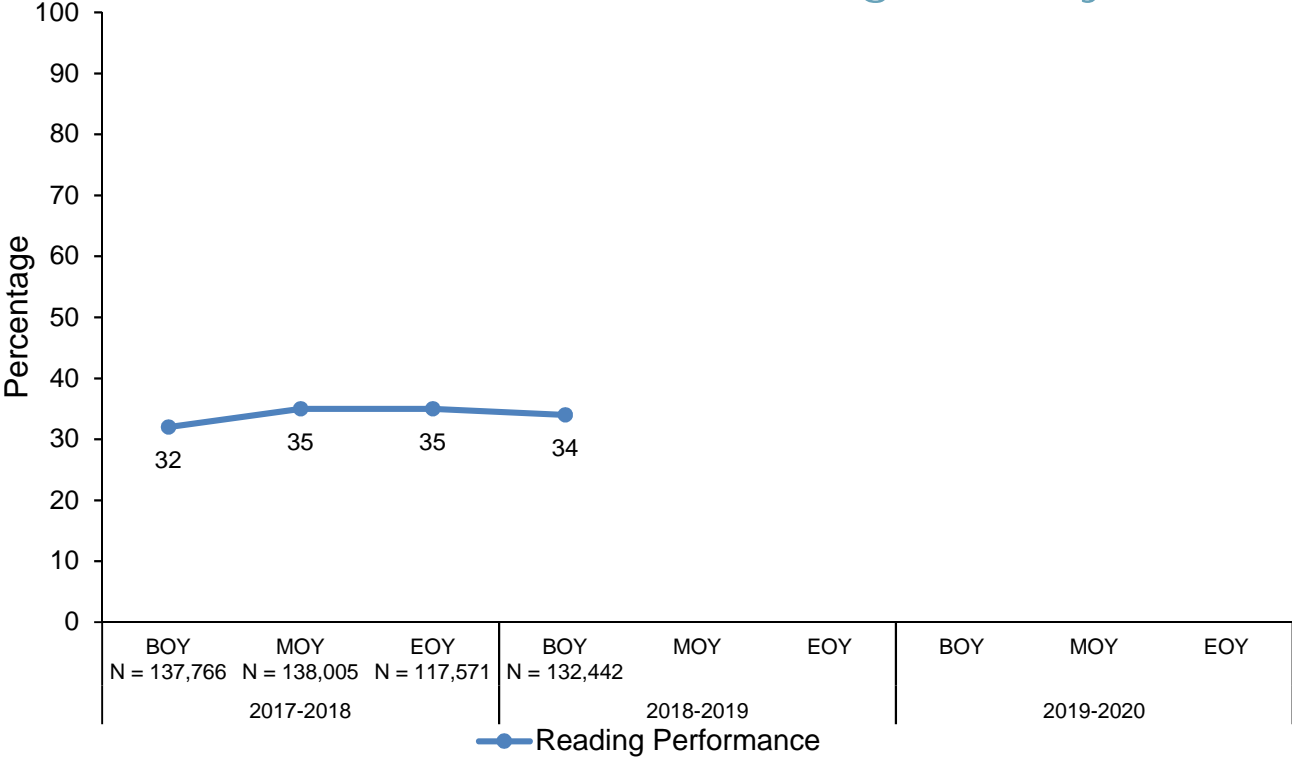
- Baseline reading data collected in September on the districtwide screener for students in grades K–12 will show improvement in the percentage of students reading on grade level at the middle and end of year testing windows by a minimum of 1.5 percentage points.

# Percentage of Students Reading At or Above Benchmark (40<sup>th</sup> Percentile) English and Spanish Results Combined



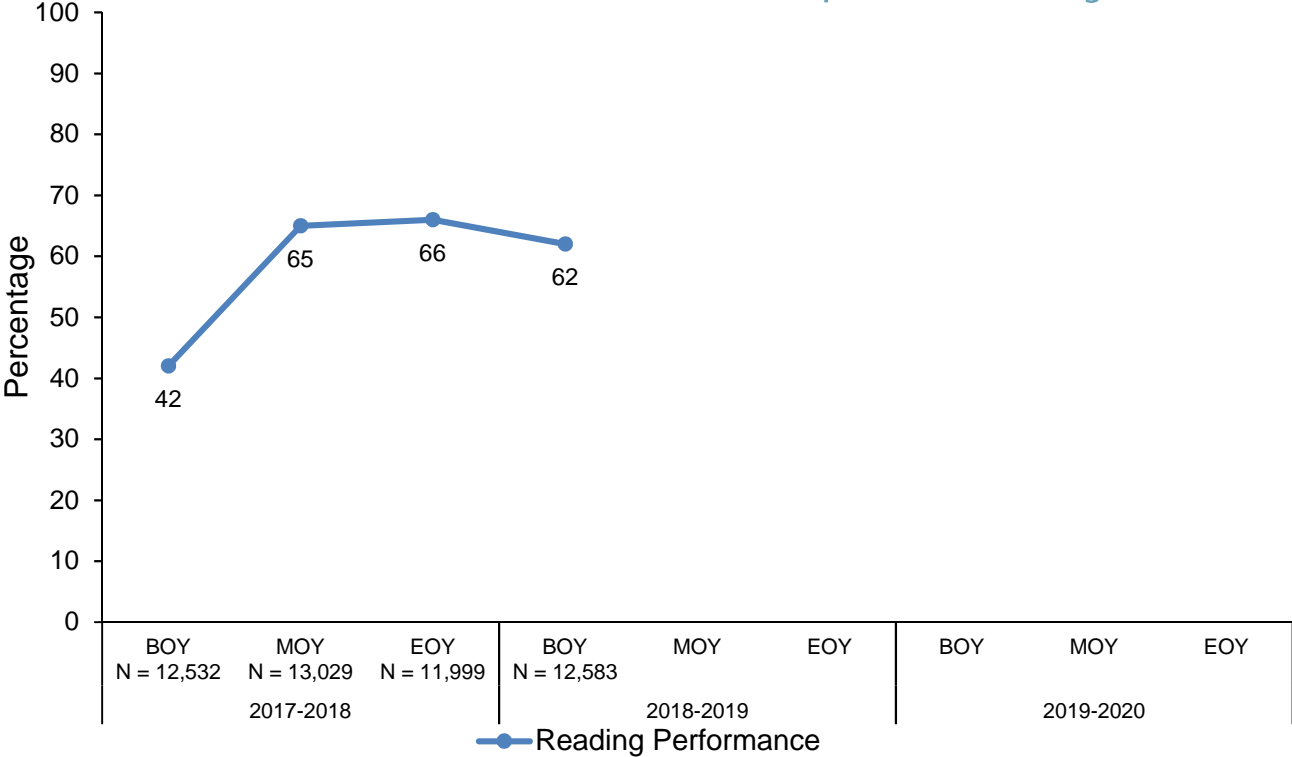
- Beginning of Year Benchmark is Presented.
- Beginning of Year Benchmark testing window was August 27 through October 3.
- Prior year's data is updated to reflect the last test result during the testing window and to exclude Early Literacy results.
- For students testing in both English and Spanish, the language with the higher result is used.

Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
English Only



- Beginning of Year Benchmark is Presented.
- Beginning of Year Benchmark testing window was August 27 through October 3.
- Prior year's data is updated to reflect the last test result during the testing window and to exclude Early Literacy results.
- All English test results included.

Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
Spanish Only



- Beginning of Year Benchmark is Presented.
- Beginning of Year Benchmark testing window was August 27 through October 3.
- Prior year's data is updated to reflect the last test result during the testing window and to exclude Early Literacy results.
- All Spanish test results included.

# Achieve 180 Campuses

Tier 3 Support (12) Improvement Required 2-8, Supt FIR		Tier 2 Support (12) New Improvement Required, NR, FIR		Tier 1A Support (12) - FIR Former Improvement Required 1 YR		Tier 1B Support (11) - FIR Former Improvement Required 2 YR	
School	Feeder	School	Feeder	School	Feeder	School	Feeder
Blackshear ES – (FIR)	Yates	Bruce ES – (FIR)	Wheatley	Bonham ES – (FIR)	Washington	Kashmere Gardens – (FIR)	Kashmere
Dogan ES – (FIR)	Wheatley	Foerster ES (FIR) – NR	Westbury	Fondren ES – (FIR)	Westbury	Cook ES – (FIR)	Kashmere
Highland Heights (IR5) – NR	Washington	Forest Brook MS – (FIR)	North Forest	Hilliard ES – (FIR)	North Forest	Lewis ES – (FIR)	Chavez
Mading ES– (FIR)	Sterling	Deady MS – NR	Milby	Looscan ES – (FIR)	Northside	Belfort ECC - Paired	Chavez
Wesley ES – (FIR)	Washington	Holland MS – NR	Furr	Montgomery ES – (FIR)	Madison	Edison MS – (FIR)	Austin
Woodson ES – (FIR)	Worthing	Williams MS – NR	Washington	Pugh ES – (FIR)	Wheatley	Key MS – (FIR)	Kashmere
Henry MS (IR4) – NR	Sam Houston	Yates HS – NR	Yates	Stevens ES – (FIR)	Waltrip	C Martinez ES – (FIR)	Northside
Kashmere HS (IR8) – NR	Kashmere	HS Ahead MS – NR		Gregory-Lincoln – (FIR)	Heights	Young ES – (FIR)	Worthing
North Forest HS (IR3) – NR	North Forest	Cullen MS – (FIR)	Yates	Lawson MS – (FIR)	Madison	Gallegos ES – (FIR)	Milby
Wheatley HS (IR6) – NR	Wheatley	Madison HS – (FIR)	Madison	Liberty HS – (FIR)	Wisdom	Milby HS – (FIR)	Milby
Worthing HS – (FIR)	Worthing	Sugar Grove MS (IR1)	Sharpstown	Sharpstown HS – (FIR)	Sharpstown	Westbury HS – (FIR)	Sterling
Washington HS (IR2) – NR	Washington	Attucks MS (IR1) – NR	Worthing	Texas Connections – (FIR)	Charter		

School Level	Total
Elementary	26
K-8	2
Middle School	13
High School	11
Charter	1
A180 Area/Program Schools	36
A180 Program Only Schools	17
Total A180 Schools	53

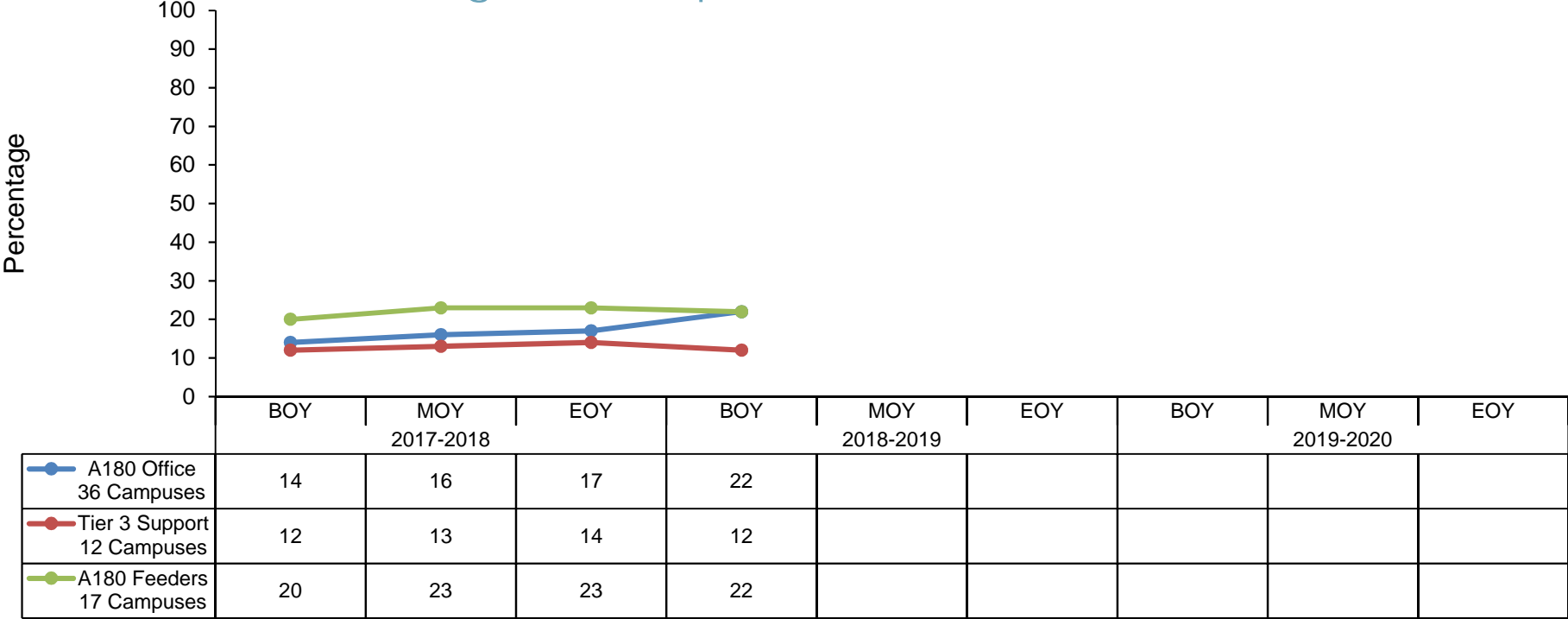
1A – Supported through the Achieve 180  
Office of School Support

District	Trustee
I	Elizabeth Santos
II	Rhonda Skillern -Jones
III	Sergio Lira
IV	Jolanda Jones
V	Susan Deigaard
VI	Holly Maria Flynn Vilaseca
VII	Anne Sung
VIII	Diana Davila
IX	Wanda Adams

Tier 1B Support (6) – IR New Improvement Required, NR	
School	Feeder
Codwell ES (IR1)	Sterling
Marshall ES (IR1)	North Forest
Shearn ES (IR1)	Yates
Sherman ES (IR1)	Northside
Thomas MS - NR	Sterling
Reagan K-8 - NR	Sterling

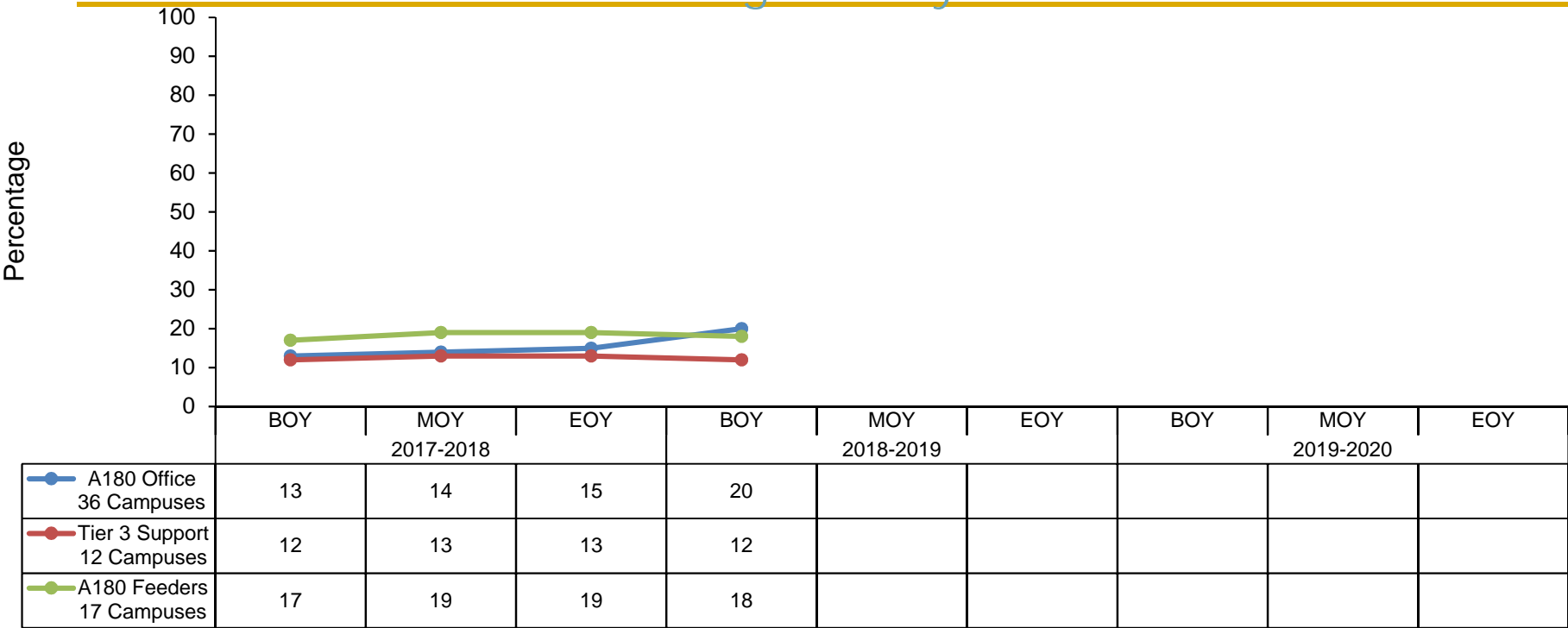
1B – Supported through other Offices of  
School Support

Achieve 180\* Results – Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
English and Spanish Results Combined



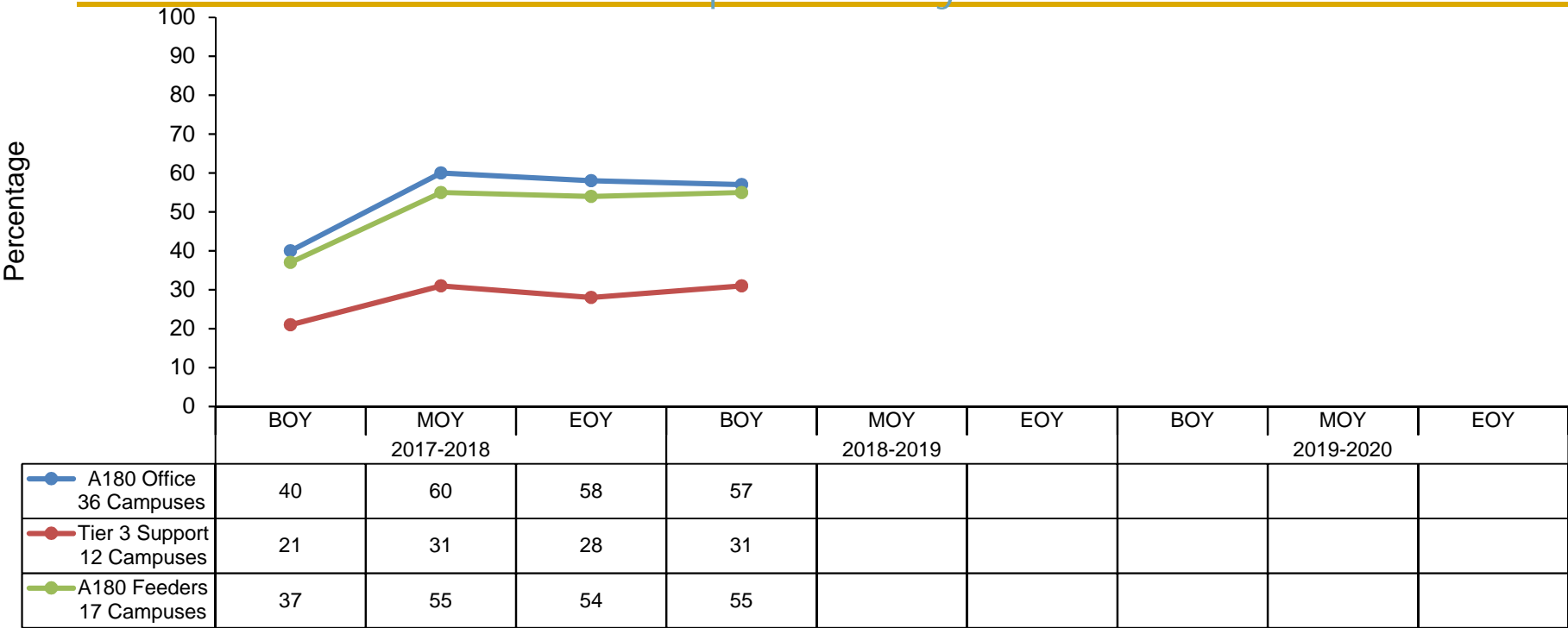
\*Achieve 180 results calculated using 2018–2019 campuses

Achieve 180\* Results – Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
English Only



\*Achieve 180 results calculated using 2018–2019 campuses

Achieve 180\* Results – Percentage of Students Reading  
At or Above Benchmark (40<sup>th</sup> Percentile)  
Spanish Only



\*Achieve 180 results calculated using 2018–2019 campuses

# Goal Progress Measure 1.2

---

- Data will be collected from students in grades 4 and 7 in September, December, and February from students portfolios of writing samples based on a district rubric; percent of students receiving a passing score will increase proportionally to 90% in February from the September baseline.

# GPM 1.2 Testing Windows

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- Fall Benchmark: District Level Assessment
  - Grade 4: December 3<sup>rd</sup> – 20<sup>th</sup>
  - Grade 7: December 10<sup>th</sup> – 14<sup>th</sup>
- Spring Benchmark: STAAR Release
  - Grades 4 and 7: February 25<sup>th</sup> – March 1<sup>st</sup>

## Goal 3

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- Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and math between Spring 2017 and Spring 2020.

## Goal Progress Measure 3.1

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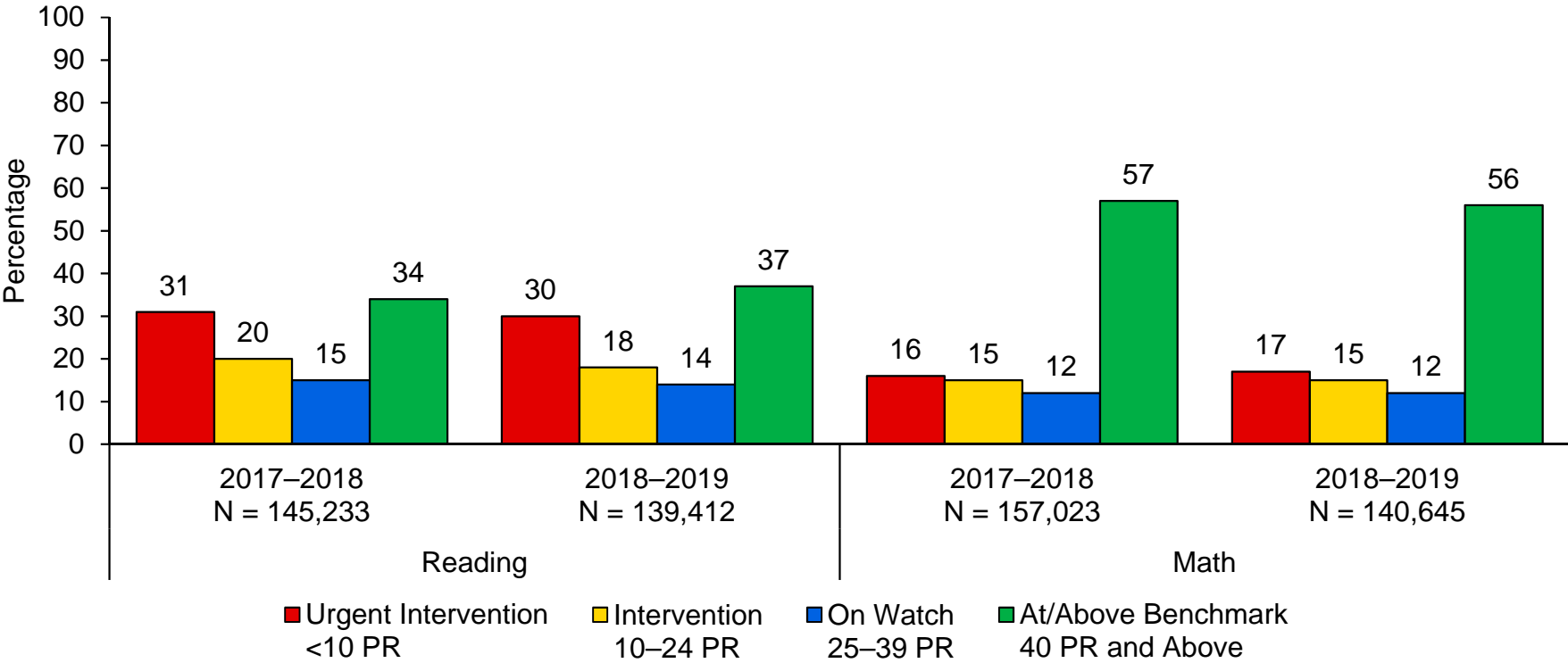
- Monthly progress monitoring of students in grades K–12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through to the End of Year (EOY) test.

# GPM 3.1 – Baseline Results

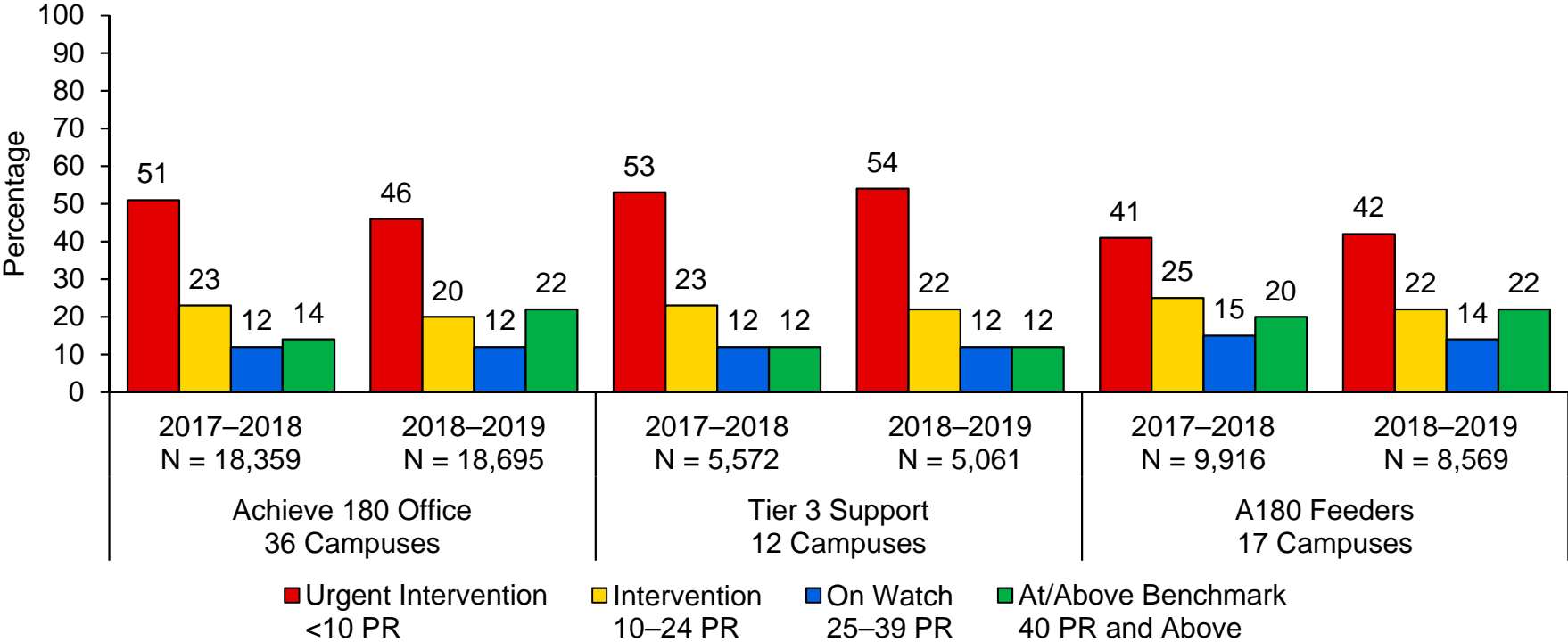
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- Students performing below the 25<sup>th</sup> percentile in reading and/or math on the Universal Screener are progress monitored in the respective subject.
- The latest attempt during the testing window is used for progress monitored designation.
- The higher performing language was used for students tested in both English and Spanish.

# District Universal Screener Results by Performance Level

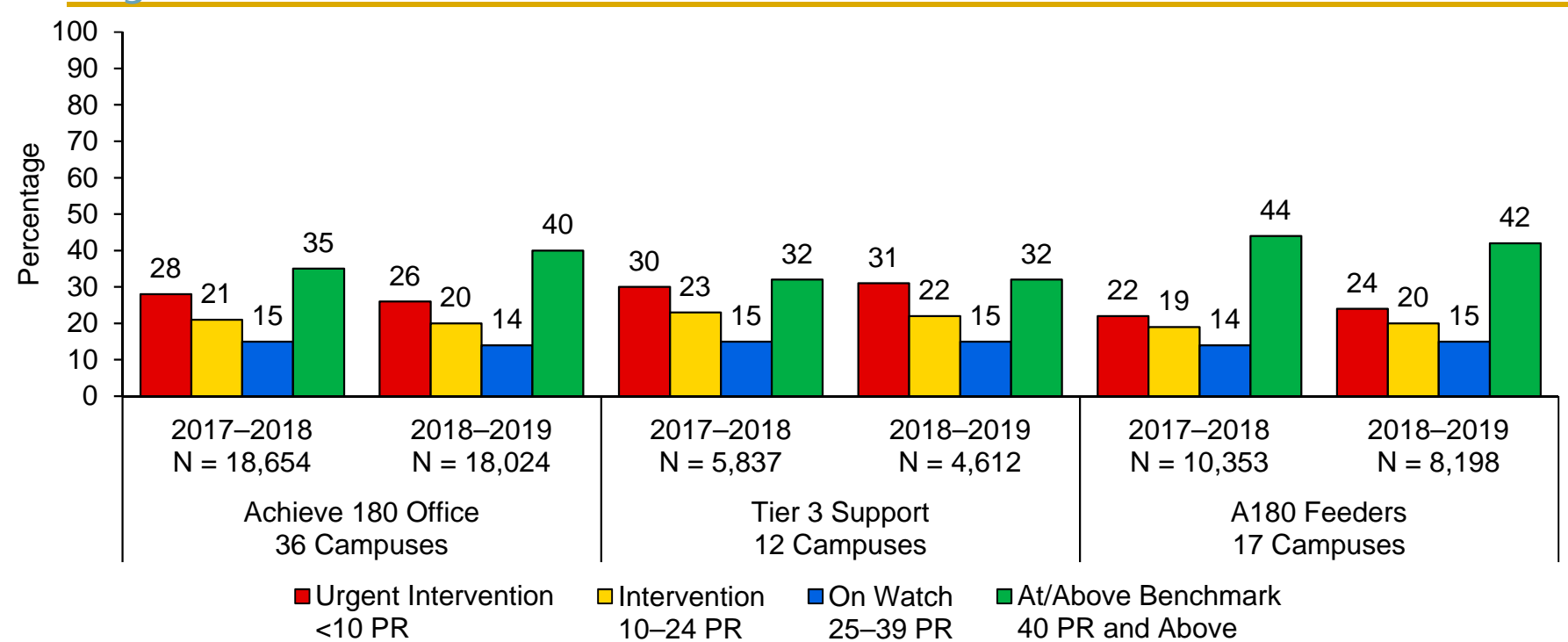


# Reading A180\* Universal Screener Results by Performance Level



\*Achieve 180 results calculated using 2018-2019 campuses

# Math A180\* Universal Screener Results by Performance Level



\*Achieve 180 results calculated using 2018-2019 campuses

HOUSTON INDEPENDENT SCHOOL DISTRICT

# Thank you

*Date: 10/11/2018*

*Presenter:*

*Zack Bigner*

*Manager, Research and Accountability*



# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal 1, October 2018

#### Reading and Writing at or Above Grade Level

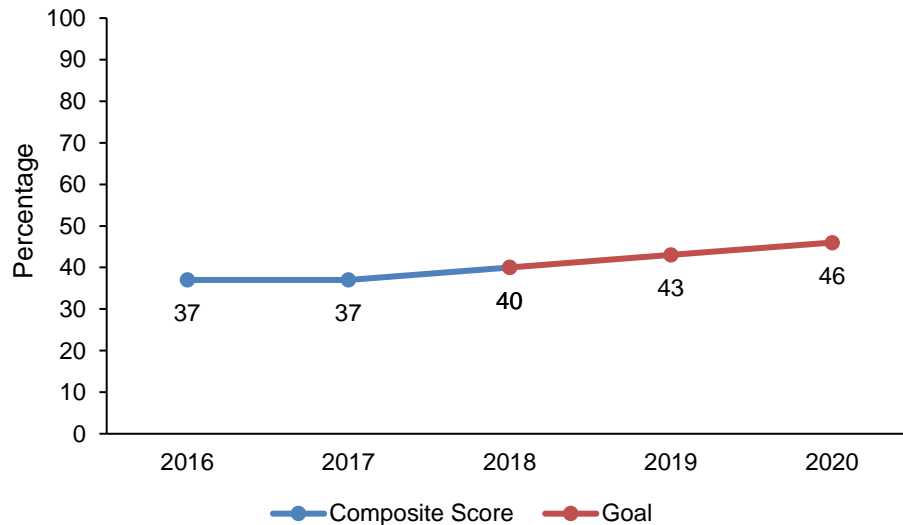
##### Goal Measure 1

##### Evaluation

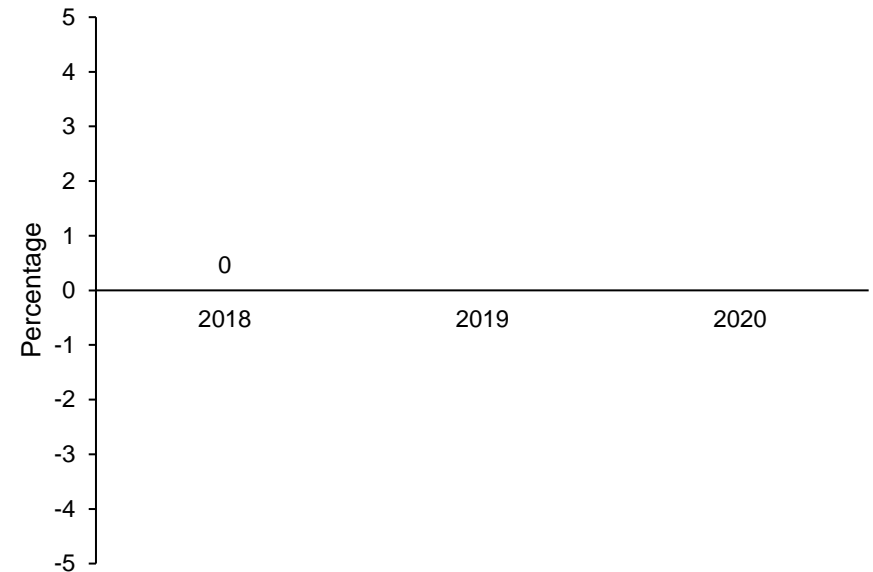
Percent of students reading and writing at or above grade level for grades 3 through English II will increase by three percentage points annually between Spring 2017 and Spring 2020.

2018 Met Goal

Percent of Tests  
At or Above Grade Level



Percentage Points Above or Below Goal



##### Support Data

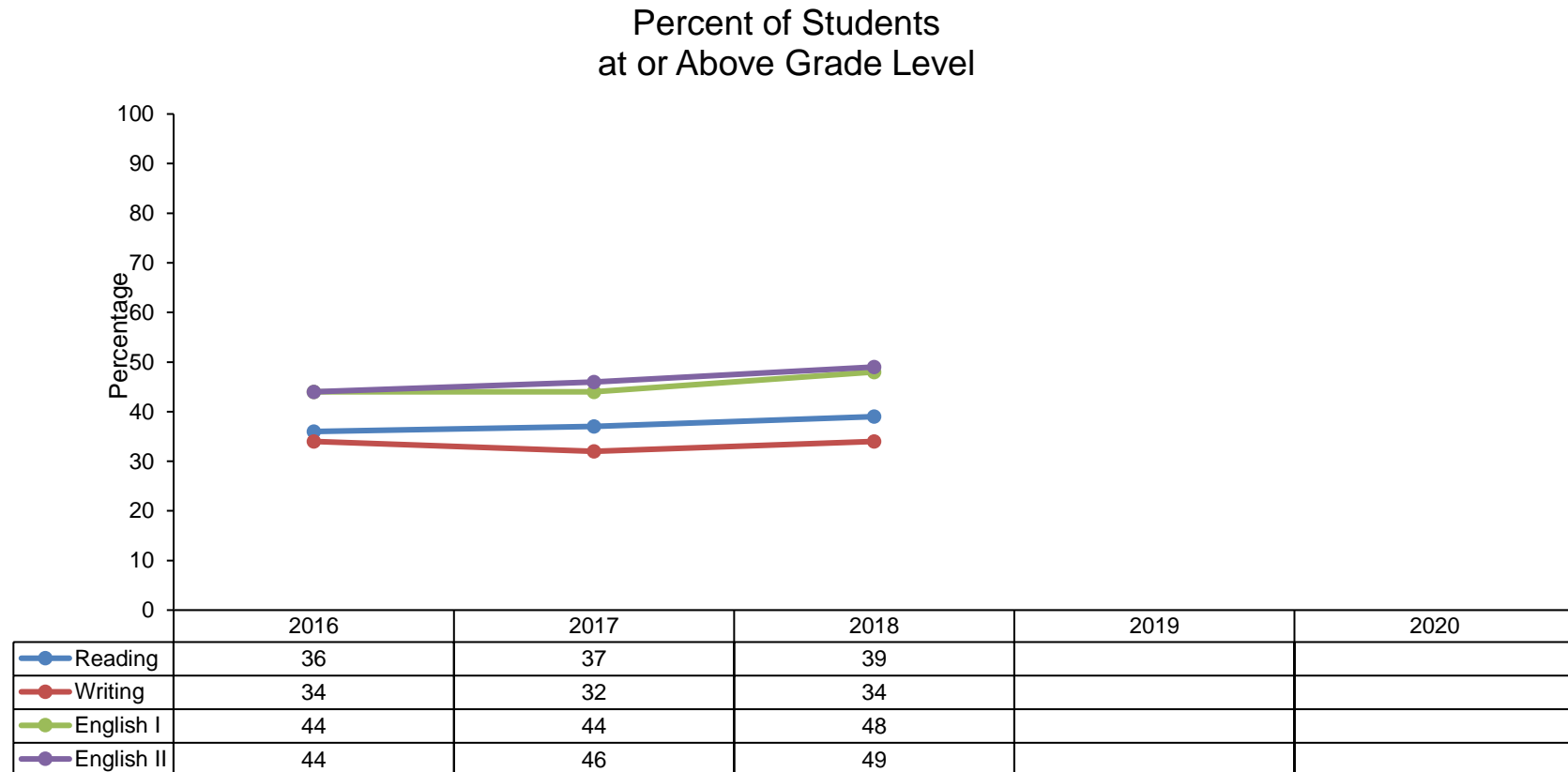
- Results by subject are presented on the following page.
- STAAR Reading Grades 3–5 results by language are presented on page 3.
- STAAR Writing Grade 4 results by language are presented on page 4.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Measure 1 Support Data (Cont.)



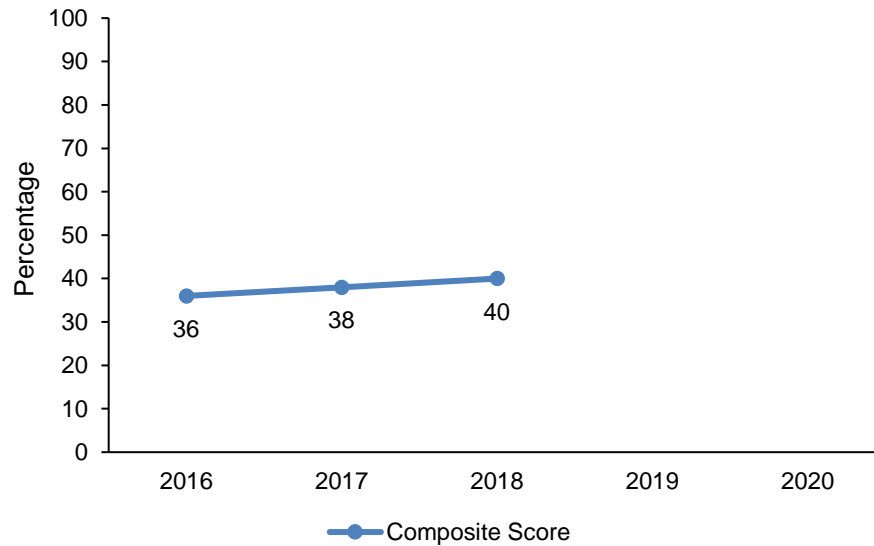
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

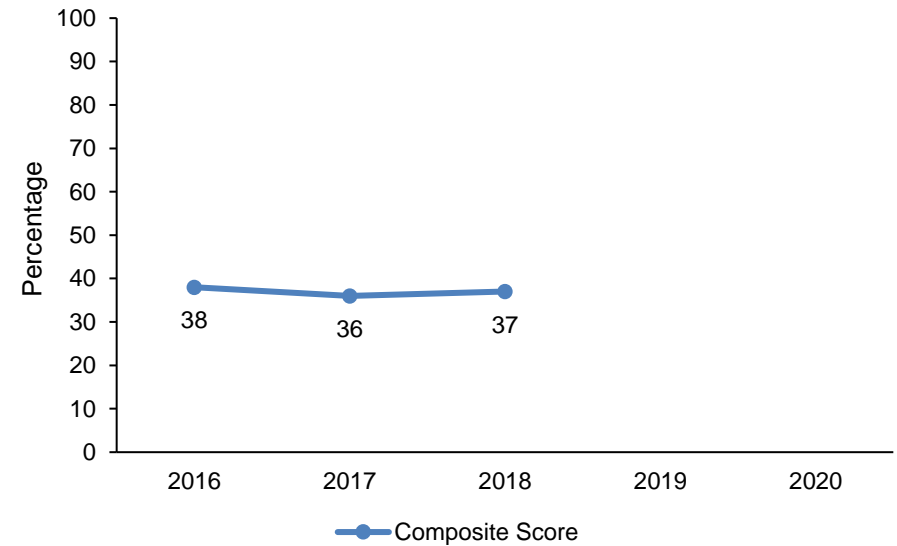
## Goal Monitoring Report – October 2018

### Goal Measure 1 Support Data (Cont.)

Percent of STAAR Grades 3–5 English Reading Tests  
At or Above Grade Level



Percent of STAAR Grades 3–5 Spanish Reading Tests  
At or Above Grade Level

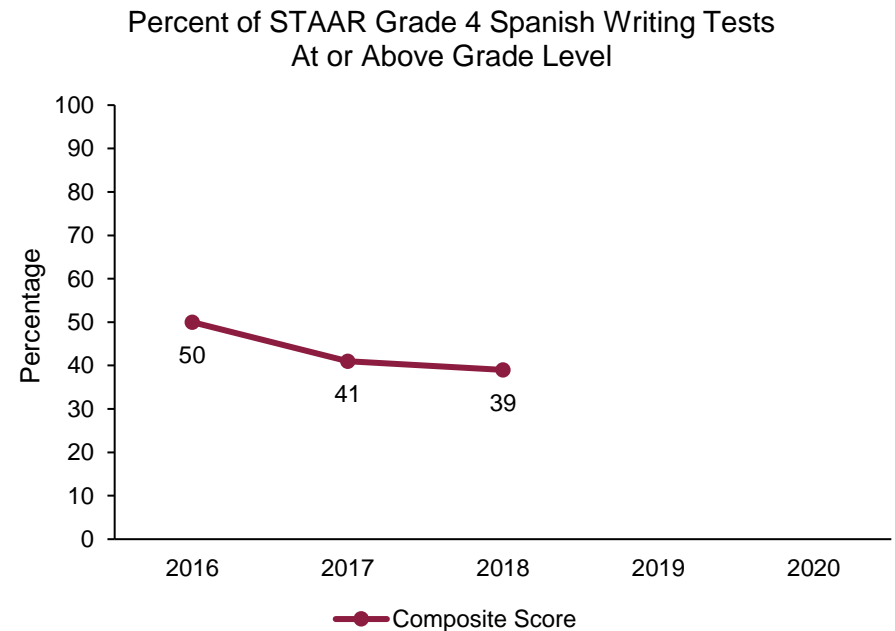
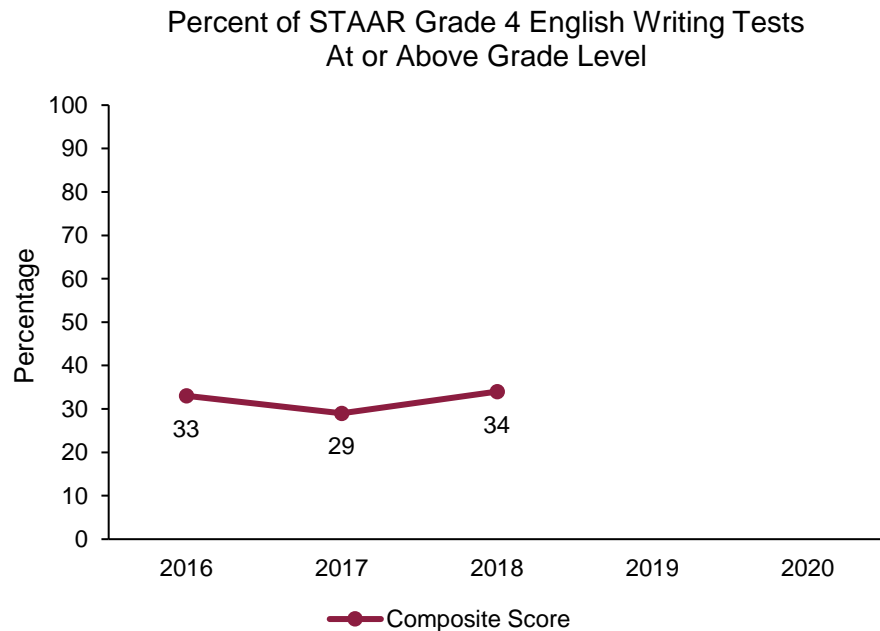


# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Measure 1 Support Data (Cont.)



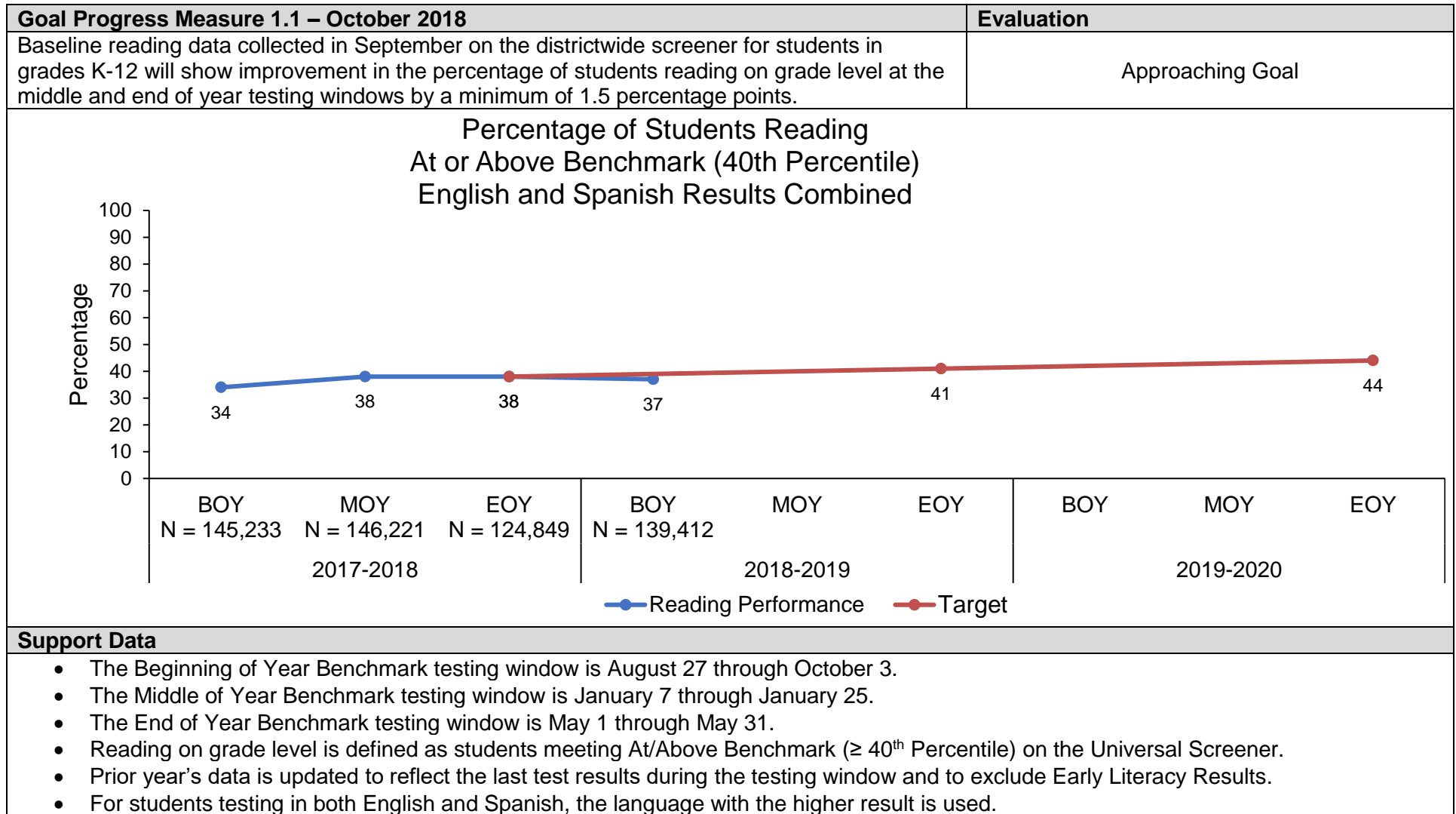
### Data Sources

- Results come from the TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Data includes all test version except the STAAR Alt. 2 testers.
- EOC results include first-time testers only.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018



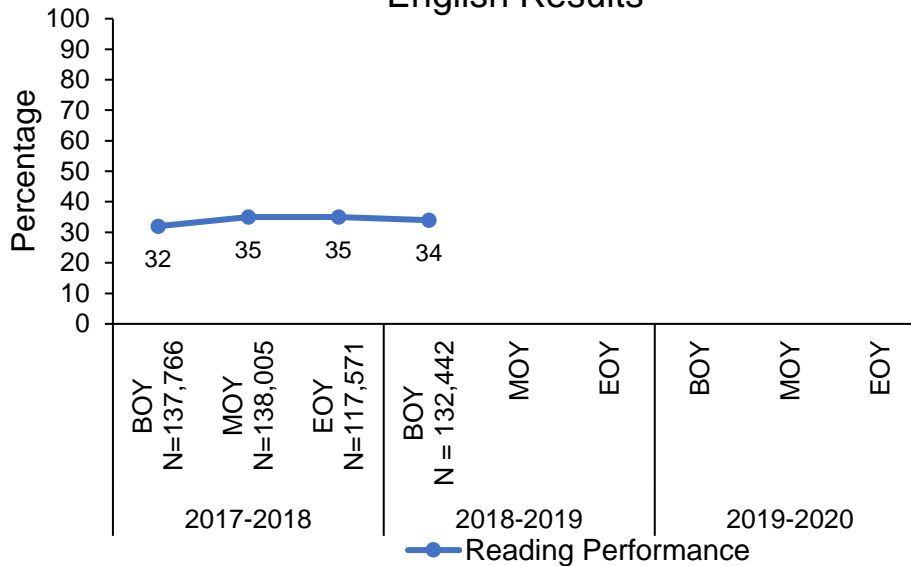
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

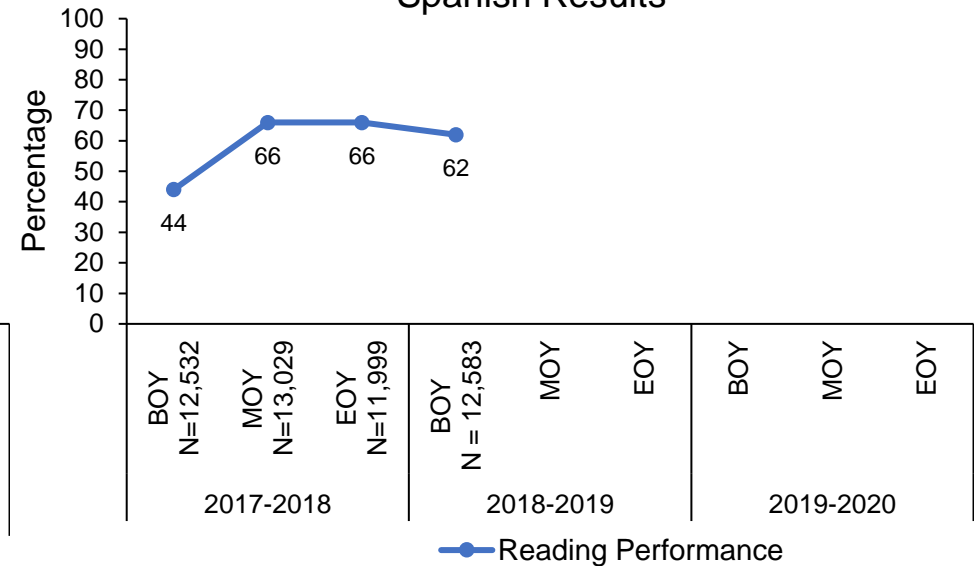
## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Support Data (Cont.)

Percentage of Students Reading  
At or Above Benchmark (40th Percentile)  
English Results



Percentage of Students Reading  
At or Above Benchmark (40th Percentile)  
Spanish Results



### Data Sources and Notes

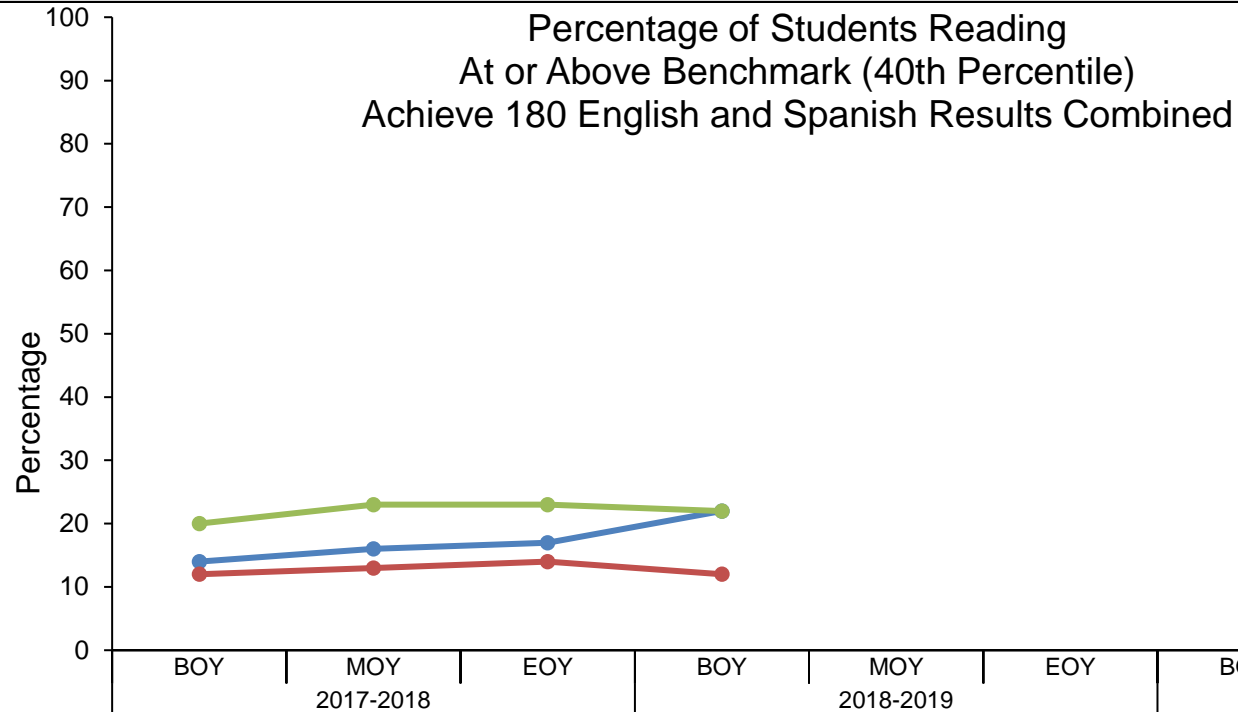
- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener. Prior year's data is updated to reflect the last test results during the testing window and to exclude Early Literacy results.
- All English and Spanish tests are included.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Achieve 180 Data



#### Notes

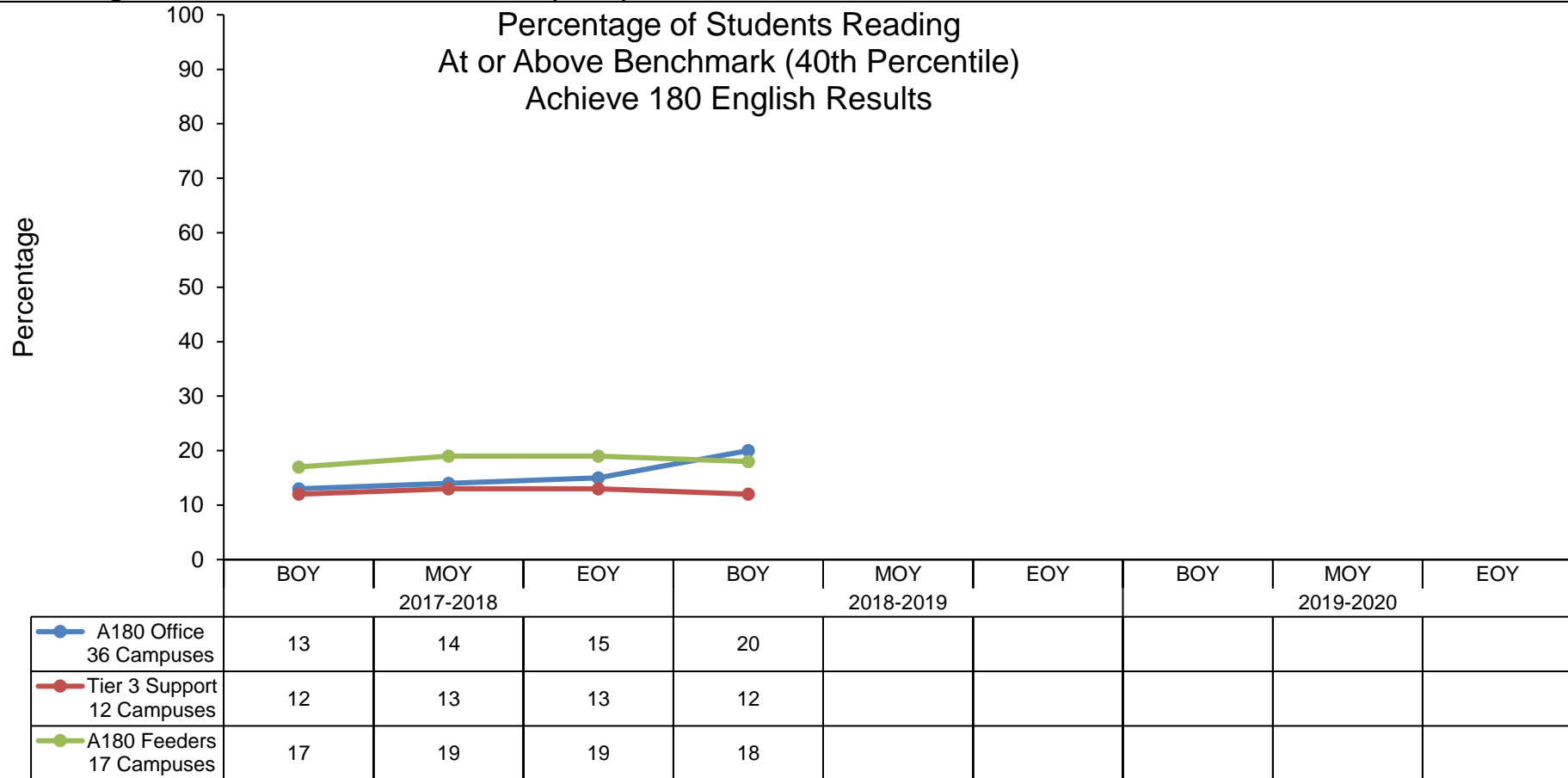
- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used.
- Achieve 180 results calculated using 2018–2019 campuses.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Achieve 180 Data (Cont.)



#### Notes

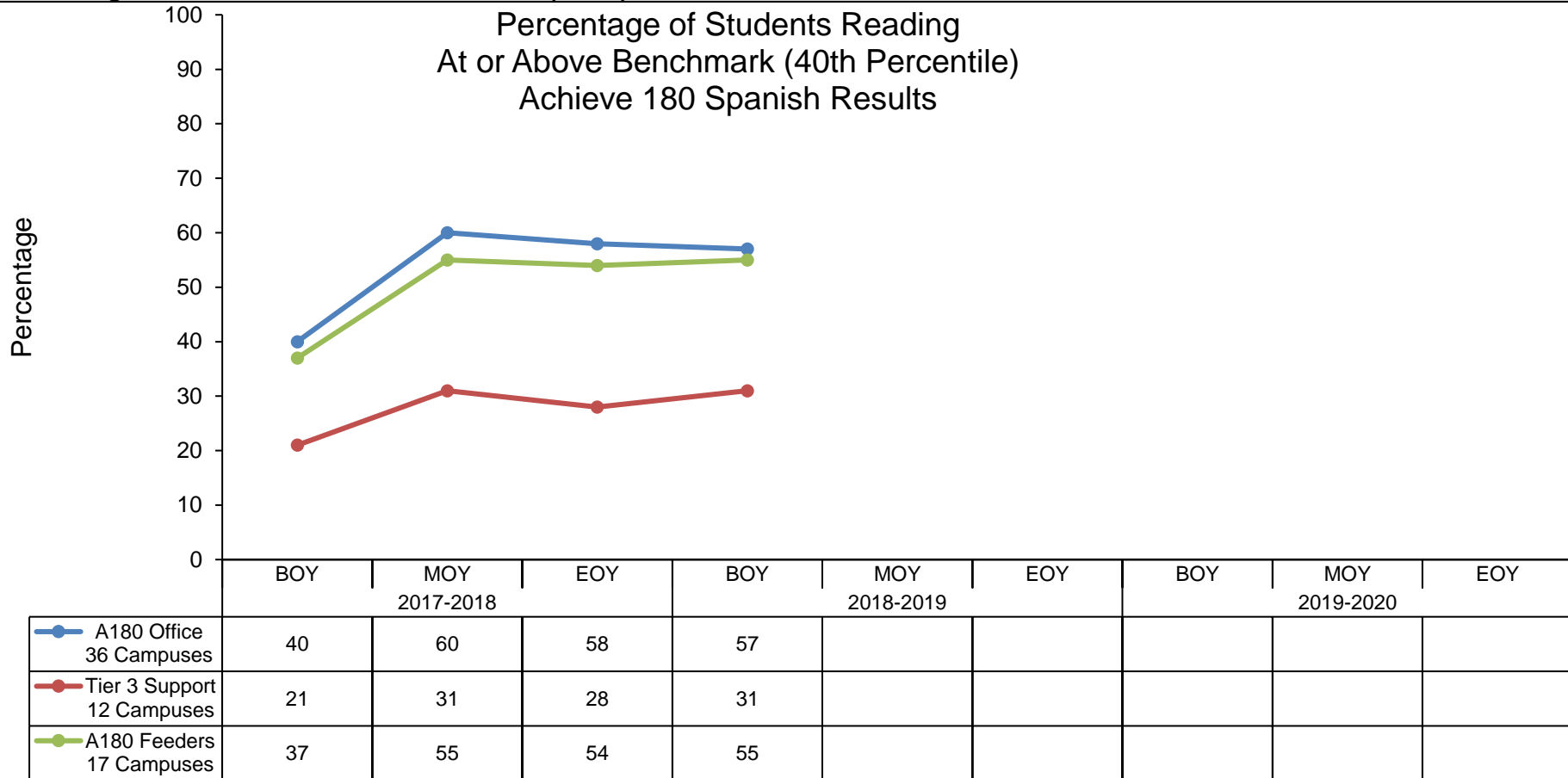
- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- All English test results included.
- Achieve 180 results calculated using 2018–2019 campuses.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Achieve 180 Data (Cont.)



#### Notes

- Reading on grade level is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- All Spanish test results included.
- Achieve 180 results calculated using 2018–2019 campuses.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 1.1 Superintendent's Response

Elementary and Secondary Curriculum & Development, Special Populations, Student Assessment, and the Area Offices are working collaboratively in response to beginning of the year Reading Universal Screener data to effectively support campus leaders and teachers to increase student achievement. Below are specific supports that have been implemented:

- All principals participated in customized reading and writing training during the June 2017 Professional Learning Series including curriculum, formative assessment, special education, interventions, social and emotional learning, and school improvement planning.
- Elementary and Secondary Curriculum & Development created a district-wide writing plan and presented this plan during the September board workshop.
- All principals are participating in monthly writing professional development during the principals meeting.
- Elementary teachers are participating in a 4-part writing professional development writing series July 2018-March 2019. Secondary teachers are participating in a 5-day writing professional series from September 2018 through January 2019.
- Secondary ELA teachers from across the district, including A180 teachers, are participating in a writing cohort (Write Beside Us) in conjunction with Inprint and the Harris County Department of Education (HCDE) to develop teachers' writing skills and abilities to teach writing.
- All campuses received support to create a campus writing plan to increase student writing across all content areas with the guidance and support of the Curriculum & Development Departments and School Area Offices.
- Secondary Curriculum & Development created content-specific writing toolkits that include student writing examples, rubrics, instructional best practices, and guidance documents as an additional support to school leaders and teachers.
- As of this school year, in addition to Achieve 180 support, all School Area Offices receive curriculum and instruction support through Teacher Development Specialists (TDS) for Literacy, ESL, English Language Arts, Math, and Special Education. TDS model effective lessons, co teach, and facilitate planning sessions.
- Monthly training sessions are provided to all campus leaders and core content teachers in partnership with Lead4ward to support best practices in curriculum implementation and use of formative assessment data.
- Extended Wednesday professional development sessions are occurring on Achieve 180 campuses with a focus on formative assessment data, Lead4ward resources, and effective lesson planning.
- Early Dismissal professional development focused on writing across the curriculum is provided on the following dates: September 21, October 19, November 9, January 18, and February 15 to all PK-12 core content teachers. Locations are dispersed throughout all geographic areas of the district.
- Calibrated instructional walks are taking place in collaboration with Area Offices and Academics leadership teams to address specific campus support around instructional practices to increase student achievement, including lesson design and delivery and student engagement and outcomes.

## Goal Monitoring Report – October 2018

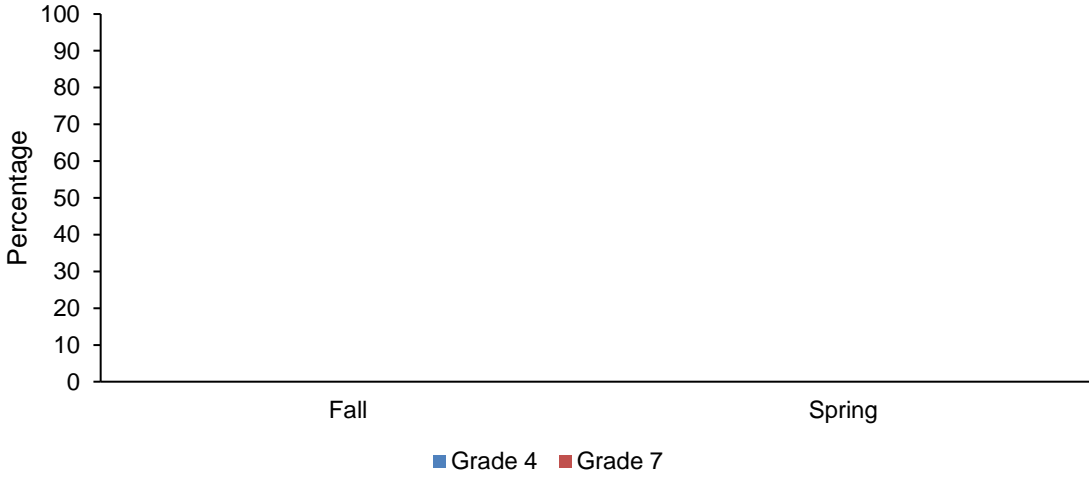
### Goal Progress Measure 1.1 Superintendent's Response (Cont.)

- The Office of Special Education Services is providing training for special education teachers once per six weeks and upon campus request around IEP implementation and use of Goal Book and other resources to scaffold for special education students.
- All secondary department chairs and elementary lead teachers are receiving writing TOT (Training of Trainers) support during monthly department chair/lead teacher meetings.
- Collaborative planning sessions among the School Area and Academics Offices are being held bi-weekly to ensure alignment between support and improved student achievement.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

Goal Progress Measure 1.2 – October 2018	Evaluation
Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; percent of students receiving a passing score will increase proportionally to 90% in February from the September baseline.	
<p style="text-align: center;"><b>Percentage of Students Receiving a Passing Writing Score</b></p>  <p style="text-align: center;">■ Grade 4 ■ Grade 7</p>	
Support Data	
<ul style="list-style-type: none"> <li>Fall benchmark results will be based on the District Level Assessment for both grades 4 and 7 (administered between December 3<sup>rd</sup> and 20<sup>th</sup> and December 10<sup>th</sup> and 14<sup>th</sup> respectively).</li> <li>Spring benchmark results will be based on the STAAR Release for both grades 4 and 7 (administered between February 25<sup>th</sup> and March 1<sup>st</sup>).</li> </ul>	

# HISD | Research and Accountability

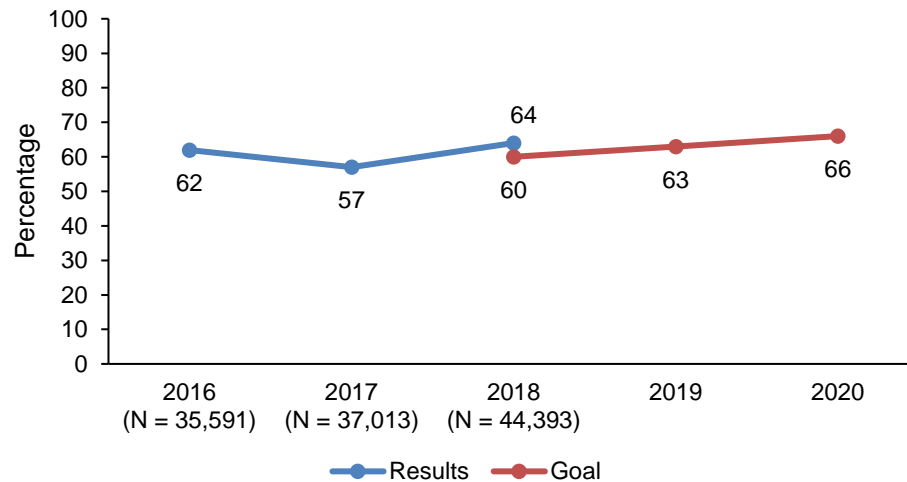
ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

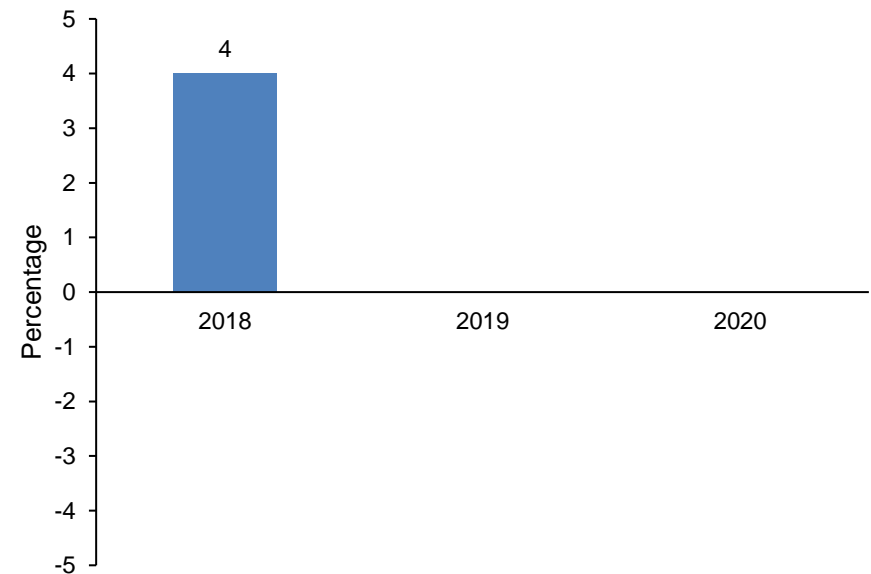
### Goal 3, October 2018 Academic Growth

Goal 3	Evaluation
Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and math between Spring 2017 and Spring 2020.	2018 Exceeded Goal

Reading and Math Composite Score of  
Percentage of Prior Year Below Satisfactory  
Testers Meeting Growth



Percentage Points Above or Below Goal



### Support Data

- Additional support data dividing results by Subject is provided on the next page.

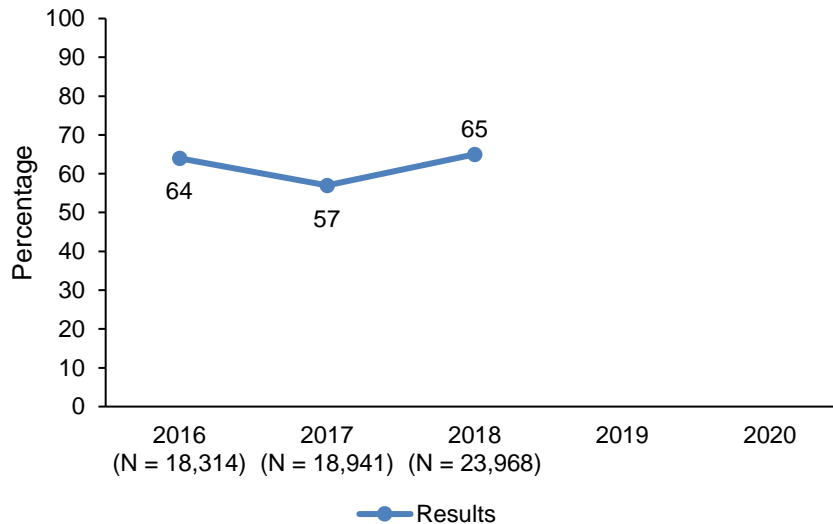
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

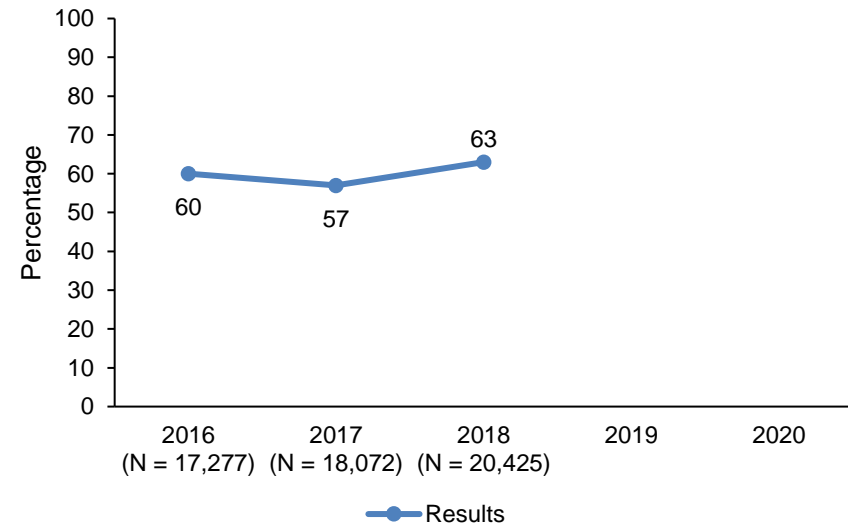
## Goal Monitoring Report – October 2018

### Goal Measure 3 Support Data (Cont.)

Percentage of Prior Year Reading Below Satisfactory Students Meeting Growth



Percentage of Prior Year Math Below Satisfactory Students Meeting Growth



### Data Sources

- Results come from the TEA-ETS student data files for the first administration STAAR 3–8 and spring administration EOC exams.
- Results include students who did not meet the approaches grade level standard on the prior year and received a STAAR progress measure for the current year.

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

Goal Progress Measure 3.1 – October 2018	Evaluation
Monthly progress monitoring of students in grades K-12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through to the End of Year (EOY) test.	Approaching Goal
<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p><b>Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Reading</b></p> </div> <div style="width: 45%;"> <p><b>Percentage of Progress Monitored Students That Increased Their Percentile Ranking From BOY Assessment in Math</b></p> </div> </div>	
<b>Support Data</b>	
<ul style="list-style-type: none"> <li>• The Beginning of Year Benchmark testing window is August 27 through October 3.</li> <li>• The Formal Progress Monitoring testing window is November 5 through 16.</li> <li>• The Middle of Year Benchmark testing window is January 7 through January 25.</li> <li>• The End of Year Benchmark testing window is May 1 through May 31.</li> <li>• Students performing below the 25<sup>th</sup> percentile in reading and/or math on the Universal Screener are progress monitored in the respective subject.</li> </ul>	

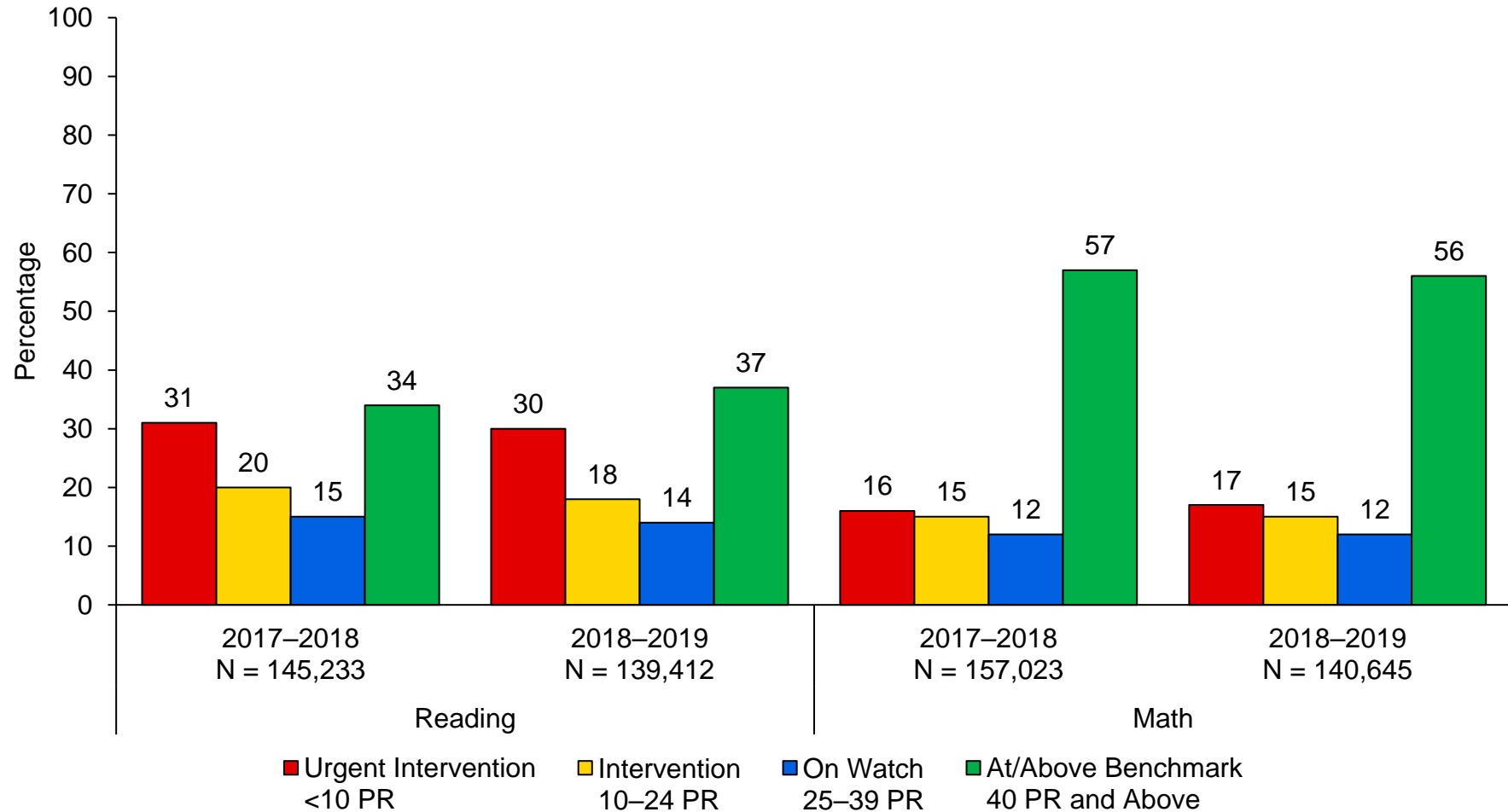
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Support Data (Cont.)

#### Universal Screener BOY Performance Level



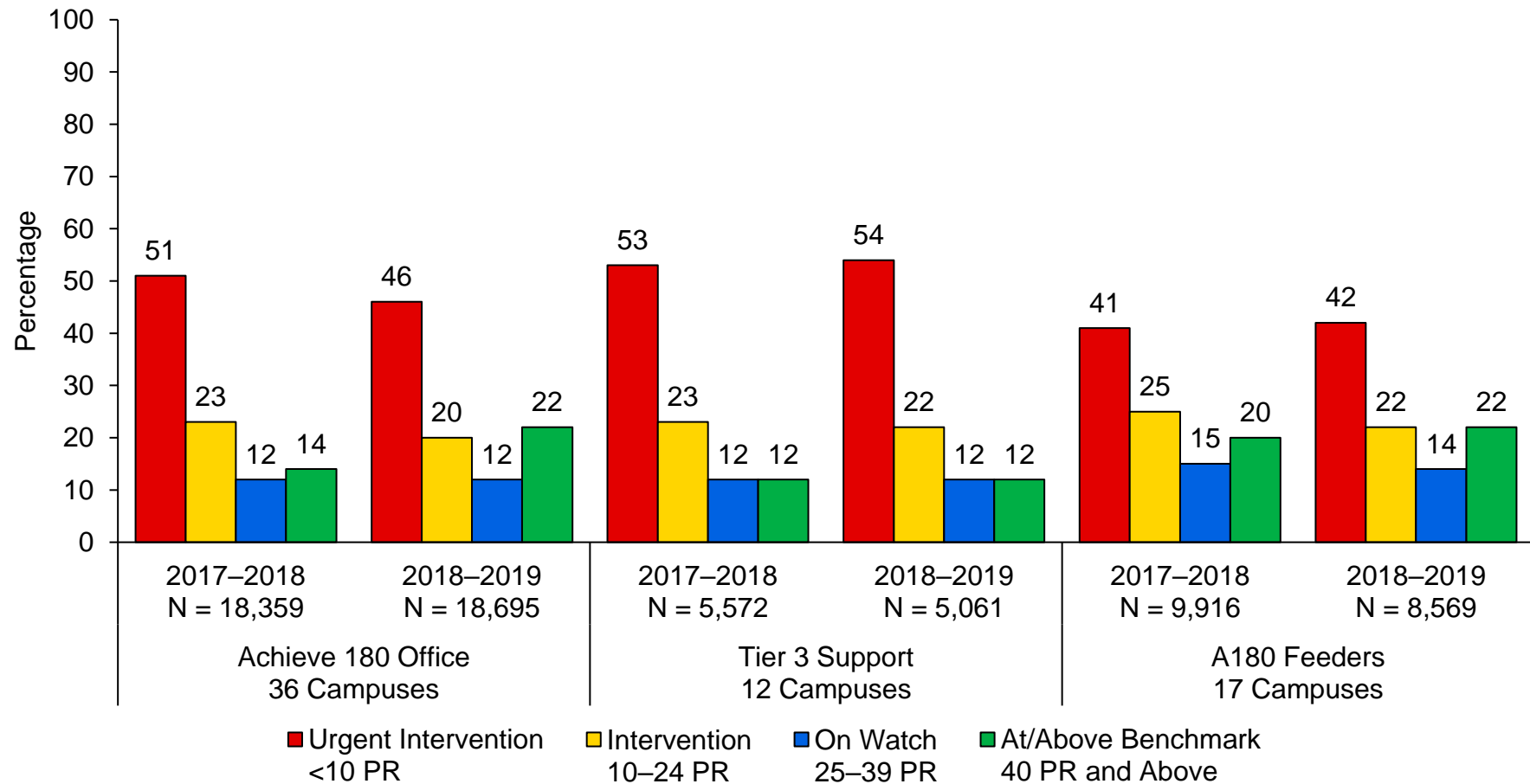
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Achieve 180 Data

#### Universal Screener BOY Performance Level Achieve 180\* Reading Results



\*Achieve 180 results calculated using 2018-2019 campuses

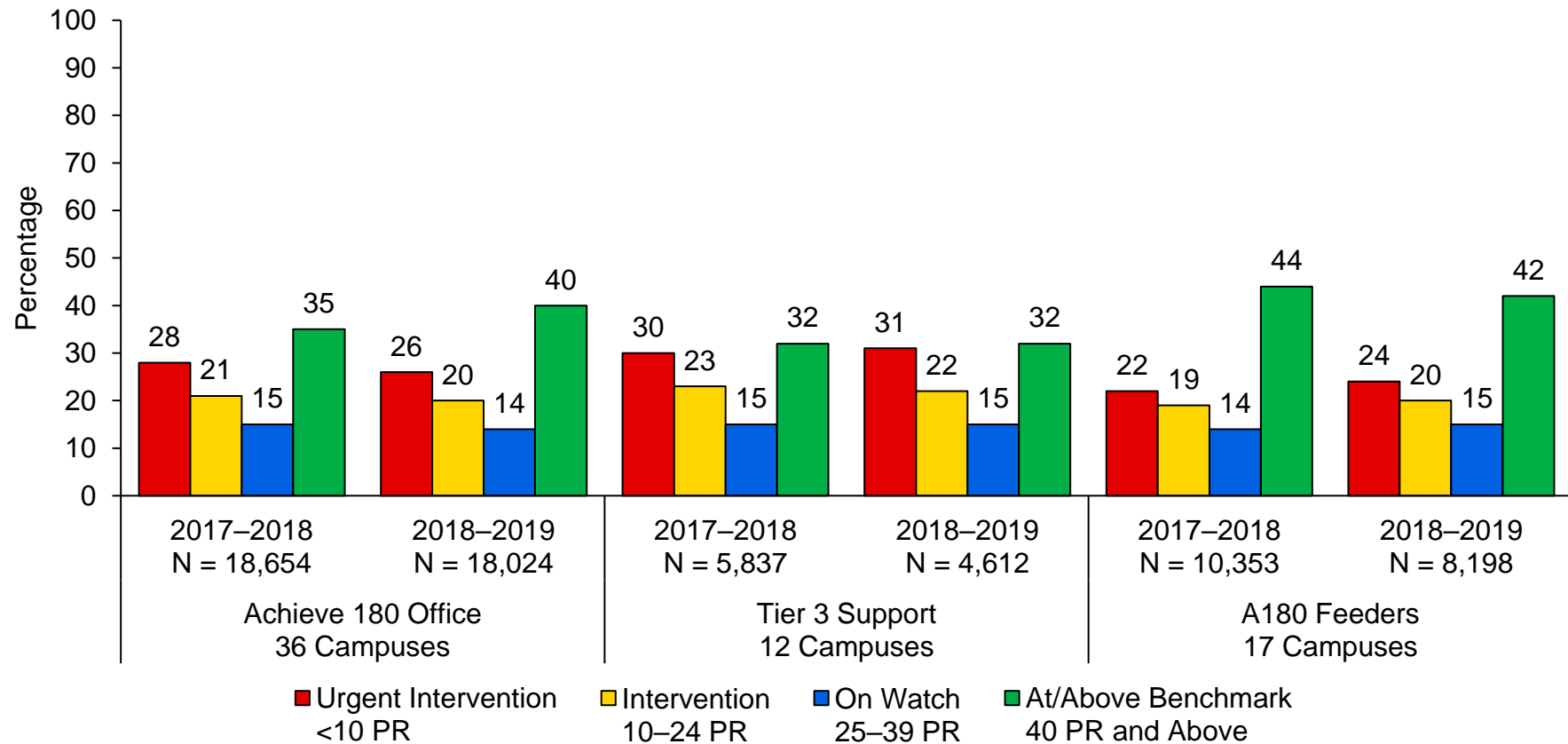
# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Achieve 180 Data (Cont.)

#### Universal Screener BOY Performance Level Achieve 180\* Math Results



\*Achieve 180 results calculated using 2018–2019 campuses

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Goal Monitoring Report – October 2018

### Goal Progress Measure 3.1 Superintendent's Response

- Students that were identified as "Intervention" or "Urgent Intervention" on the reading screener will receive targeted support designed to address specific skill deficits prior to progress monitoring (November 5-16). This could include additional reading instruction through an interventionist or other campus-based support.
- All campuses receive support from IAT Managers and Intervention TDS's around the use of student data to develop effective intervention plans, designing the master schedule to meet the needs of all students, identifying appropriate resources for tiered support, administering and analyzing the universal screener data, small-group instruction, and other campus needs.
- Elementary and Secondary Curriculum & Development and the Multilingual Department is providing Sheltered Instruction professional development to support English Learners during the months of October and November for each School Area Office.
- Secondary Reading Intervention teachers received training August 2018 - October 2018 to Implement Read to Achieve. Read to Achieve is a targeted intervention program designed to address literacy and comprehension skills for students enrolled in Strategic Reading and Writing (SRW) courses.
- The Office of Special Education Services is hosting SPED-U, an ongoing professional development support for special education and general education teachers focused on literacy, quality instructional support for students with disabilities, the use of Goal Book as a support tool, and other related learning.
- The Office of Special Education Services is providing training to parents, teachers, and other stakeholders around the use of the Parent Portal to track student progress, IEP progress reports, and other tools to monitor progress toward IEP goals.
- Data Driven Instruction Specialists (DDIS) provide training to assist A180 teachers in identifying common misconceptions and embedding scaffolds to support Tier 1 instruction, tools for leveraging the universal screener to identify specific skill deficits, and data protocols for tracking student progress.

Office of the Board of Education  
Board of Education Meeting of October 11, 2018

Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: APPOINTMENT OF HOUSTON INDEPENDENT SCHOOL DISTRICT REPRESENTATIVES TO THE HOUSTON LAND BANK BOARD OF DIRECTORS**

The Houston Independent School District (HISD) participated in a land assemblage program with the City of Houston, Harris County, and Houston Community College from 2002 until March 2014, when the land assemblage agreement expired. In 2015, the agreement was renewed and extended until March 12, 2017. This program provides for transfer of certain foreclosed tax-delinquent properties to the Houston Land Bank (formerly known as the Land Assemblage Redevelopment Authority [LARA]) for building affordable housing initiatives. HISD's remaining Houston Land Bank properties are in districts II and IV.

The Houston Land Bank is governed by a 13-member board, with three of those members appointed by HISD. It is recommended that the following people be appointed to the Houston Land Bank Board to represent HISD.

Name	Position	Term
Carol Galloway	8	Two-year term
Courtney Johnson Rose	9	Two-year term
Mario Castillo	10	Two-year term

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the appointment of three designees to the board of directors of the Houston Land Bank (formerly known as the Land Assemblage Redevelopment Authority), effective October 12, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
B-1	Appointment Of Houston Independent School District Representatives To The Houston Land Bank Board Of Directors	10-11-18
<b>INITIATED BY:</b> Rhonda Skillern-Jones, President and District II Trustee		
<b>BACKGROUND:</b> The district participated in a land assemblage program with the City of Houston, Harris County, and Houston Community College from 2002 until March 2014, when the land assemblage agreement expired. The agreement was renewed and extended until March 12, 2017. The City of Houston has solicited new appointees from the district. The name of the organization was changed from Land Assemblage Redevelopment Authority to Houston Land Bank.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> None		

Office of the Board of Education  
Board of Education Meeting of October 11, 2018

Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: APPROVAL OF THE BOARD'S QUARTERLY SELF-EVALUATIONS, STAFF USE TRACKER, TIME USE TRACKER, AND QUARTERLY PROGRESS TRACKER IN ACCORDANCE WITH THE TEXAS EDUCATION AGENCY IMPLEMENTATION INTEGRITY INSTRUMENT**

On August 10, 2017, the Houston Independent School District (HISD) Board of Education approved conducting self-evaluations using the Texas Education Agency (TEA) Implementation Integrity Instrument each quarter in pursuit of compliance with the Lone Star Governance continuous improvement timeline.

Approval of the seventh-quarter self-evaluations, Board Staff Use Tracker, Board Time Use Tracker, and Quarterly Progress Tracker is requested. Copies of the seventh-quarter Board Staff Use Tracker, Board Time Use Tracker, and the Quarterly Progress Tracker are attached, along with a sample copy of the Implementation Integrity Instrument.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals, and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the quarterly self-evaluations, Board Staff Use Tracker, Board Time Use Tracker, and Quarterly Progress Tracker, effective October 12, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
B-3	Approval Of The Board's Quarterly Self-Evaluations, Time Use Tracker, And Quarterly Progress Tracker In Accordance With The Texas Education Agency Implementation Integrity Instrument	10-11-18
<b>INITIATED BY:</b> Rhonda Skillern-Jones, President and District II Trustee		
<b>BACKGROUND:</b> As part of Lone Star Governance (LSG) requirements, the Board of Education quarterly submits self-evaluations and tracker documents. The seventh quarter of the LSG timeline ended with September.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> None		

Board's Staff Use Tracker

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (E.g. Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Superintendent					
Senior Staff Members					
Chief Financial Officer	1.5	.5	0	98	196

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
<b>Other Staff</b>					
Assistant Supt. Research	1	0	0	66	66
Officer, School Support	1	0	0	66	66
Assistant Supt. Special Ed.	40	0	0	62	2480
Area Supt. - North	1	0	0	85	85
Area Supt. - South	1	0	0	85	85
General Mgr, Compensation	3	0	0	62	186
Sr. Mgr, Compensation	3	0	0	42	126
<b>Totals</b>					
	50.5	.5	0		\$3290




Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
<b>Other Staff</b>					
Chief of Police	1	2.25	0	73	237.25
Assistant Chief of Police	1	2.25	0	62	201.50
Officer, Strategy Branding	6	7.75	2	73	1149.75
Document Control Admin.	58	0	0	33	1914
Sr. Admin. Assistant, COO	1.5	1	0	29	72.5
Communications Specialist, COO	7	0	3	26	260
Officer, Nutrition Services	2	2	2	73	438
Operations Administrative	3	1	2	85	510
Gen. Mgr, Nutrition Ser.	2	2	2	62	372
Gen. Mgr, Strategic Engage.	0	3	0	62	186
Exec. Admin Assist., Nutrition Ser.	2	0	0	26	52
General Mgr, Compensation	5	0	0	62	310
Sr. Mgr, Compensation	7	0	.5	42	315
Director, Gov. Relations	6	0	0	42	276
Mgr, Student Records	2	0	0	40	80
<b>Totals</b>					

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
<b>Other Staff</b>					
Asst. Supt., College Readiness	.25	0	0	62	15.50
Specialist, College Readiness	.25	0	0	33	8.25
Director, Info. Technology	.5	30	4	66	2277
Sr. Mgr, Info. Technology	10	11	0	42	882
IT, HCM Systems	2	0	0	45	90
Sr. Legal Assistant	9	0	0	29	261
Policy Analyst	1.5	0	0	26	39
Assistant General Counsel	13	0	0	62	806
Officer, Budgeting and Finance	6	0	1.5	73	547.50
Director, Budgeting and Finance	1.5	0	1	46	115
Tax Specialist, Budgeting	2	0	0	33	66
Sr. Manager, Budgeting	1	0	0	42	42
Area Supt. - West	6	0	0	85	510
Asst. Supt. - Research	1	0	0	66	66
Area Supt. - Achieve 180	3	0	0	85	255
<b>Totals</b>					

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Other Staff					
Asst. Supt., Special Ed.	1	0	0	62	62
Officer, Special Populations	6.5	0	0	66	429
SSO, Northwest	1	0	0	62	62
Asst. Supt. - School Choice	4	0	0	62	248
Totals					
	215.75	64.25	18		\$17,598.50

Board's Staff Use Tracker

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (E.g. Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Superintendent	2	0	0	166	332
Senior Staff Members					
Chief Financial Officer	1	0	0	98	98
General Counsel	1.75	0	0	85	148.75
Interim Chief Academic Officer	1	0	0	98	98

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
<b>Other Staff</b>					
Sr. Legal Assistant	22.50	0	0	29	652.5
Area Supt. West	3	0	0	85	255
Officer, School Support	2	0	0	66	132
Assistant Supt., Research 	.5	0	0	66	33
Senior Mgr, Communications	0	1.25	0	42	52.5
<b>Totals</b>					
	33.75	1.25	0		\$1801.75

## Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
<b>Vision</b>	Student Outcome Goal Setting			Selecting student outcome goals, GPMs, and/or targets
<b>Vision</b>	Student Outcome Goal Monitoring			Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
<b>Vision</b>	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
<b>Vision</b>	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
<b>Accountability</b>	Superintendent Evaluation			Annual evaluation of superintendent/district performance
<b>Accountability</b>	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
<b>Structure</b>	Voting	4 min	1%	Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
<b>Advocacy</b>	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
<b>Advocacy</b>	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
<b>Advocacy</b>	Community Training			Board-hosted and Board Member-led or co-led training on Lone Star Governance
<b>Unity</b>	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
<b>Other</b>	Other	328 min	99%	Any time spent on an activity that is not one of the above
<b>Student Outcome Goal-focused Mins</b>		0	0%	Student Outcome Goal Setting and Monitoring combined
<b>Total Minutes</b>		332 min	100%	All minutes combined



## Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
<b>Vision</b>	Student Outcome Goal Setting			Selecting student outcome goals, GPMs, and/or targets
<b>Vision</b>	Student Outcome Goal Monitoring	125 min	17%	Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
<b>Vision</b>	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
<b>Vision</b>	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
<b>Accountability</b>	Superintendent Evaluation			Annual evaluation of superintendent/district performance
<b>Accountability</b>	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
<b>Structure</b>	Voting	143 min	20%	Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
<b>Advocacy</b>	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
<b>Advocacy</b>	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
<b>Advocacy</b>	Community Training			Board-hosted and Board Member-led or co-led training on Lone Star Governance
<b>Unity</b>	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
<b>Other</b>	Other	447 min	63%	Any time spent on an activity that is not one of the above
<b>Student Outcome Goal-focused Mins</b>		125 min	17%	Student Outcome Goal Setting and Monitoring combined
<b>Total Minutes</b>		715 min	100%	All minutes combined



## Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
<b>Vision</b>	Student Outcome Goal Setting	53 min	7%	Selecting student outcome goals, GPMs, and/or targets
<b>Vision</b>	Student Outcome Goal Monitoring	19 min	2%	Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
<b>Vision</b>	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
<b>Vision</b>	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
<b>Accountability</b>	Superintendent Evaluation			Annual evaluation of superintendent/district performance
<b>Accountability</b>	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
<b>Structure</b>	Voting	115 min	14%	Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
<b>Advocacy</b>	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
<b>Advocacy</b>	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
<b>Advocacy</b>	Community Training			Board-hosted and Board Member-led or co-led training on Lone Star Governance
<b>Unity</b>	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
<b>Other</b>	Other	622 min	77%	Any time spent on an activity that is not one of the above
<b>Student Outcome Goal-focused Mins</b>		72 min	9%	Student Outcome Goal Setting and Monitoring combined
<b>Total Minutes</b>		809 min	100%	All minutes combined



**Board's Quarterly Progress Tracker****Houston ISD 7<sup>th</sup> Quarter Reporting**

Section	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Extra Meetings Needed	Total Points Possible
Vision 1					11		15
Vision 2					11		15
Vision 3							10
Vision 4	.5						5
Accountability 1	1						15
Accountability 2		.5					5
Structure							15
Advocacy							10
Unity							10
Total	1.5	.5	0	0	22		100

**Affirmations**

By signing below, I affirm as a Board Member that this Lone Star Governance Quarterly Progress Tracker is complete and accurate.

Board Member	Initial Here To Affirm Adherence To All Board Operation Procedures	Signature
Rhonda Skillern-Jones Board President		
Jolanda Jones Board First Vice-President		
Anne Sung		
Sergio Lira		
Holly Maria Flynn Vilaseca		
Elizabeth Santos		
Susan Deigaard		
Diana Dávila		
Wanda Adams		

# Implementation Integrity Instrument - Houston ISD

## Quarter 7 - Board Self Evaluation

\*Enter your District # 101912.

\*Please note that in order to earn the points for any one column, all of the conditions within the column must be true.

\*For each row, select the column and fill in the blank space below with the number of points indicated.

Trustee District: \_\_\_\_\_

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Vision 1 Page 40						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Vision 2 Page 41						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	3	9	10	
Vision 3 Page 42						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	0.5	1	4	5	
Vision 4 Page 43						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Accountability 1 Page 44						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	0.5	1	4	5	
Accountability 2 Page 45						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	4	12	15	
Structure Page 46						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	3	9	10	
Advocacy Page 47						

	Does Not Meet Focus	Begins Focus	Approaches Focus	Meets Focus	Masters Focus	Total
Points	0	1	3	9	10	
Unity Page 48						

Total:

Office of the Board of Education  
Board of Education Meeting of October 11, 2018

Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: ANNOUNCEMENT OF REQUIRED BOARD MEMBER CONTINUING EDUCATION**

In accordance with Texas Administrative Code Chapter 61, Subchapter A, §61.1, an announcement as to the status of board members' continuing education must be made by the board president at the last regular board meeting before an election of trustees. Board Policy BBD(LOCAL), *Board Members: Training and Orientation*, states that the board president will annually announce the status of each board member's continuing education at the last meeting before the district's regular uniform election date, even if an election is not scheduled or held.

The annual continuing education assessment is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education announces the required board member continuing education, effective October 11, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
B-4	Announcement Of Required Board Member Continuing Education	10-11-18
<b>INITIATED BY:</b> Rhonda Skillern-Jones, President and District II Trustee		
<b>BACKGROUND:</b> Per Texas Administrative Code Chapter 61, Subchapter A, §61.1, the Board of Education president must announce the status of board members' continuing education at the last meeting before a board election. Policy BBD(LOCAL) adds that the announcement will be made at the last meeting before the district's regular uniform election date, even if an election is not scheduled or held.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> None		

Office of the Board of Education  
Board of Education Meeting of October 11, 2018

Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: APPOINTMENT OF HOUSTON INDEPENDENT SCHOOL DISTRICT  
REPRESENTATIVE TO TAX INCREMENT REINVESTMENT ZONE 18  
BOARD OF DIRECTORS**

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

This agenda item is to authorize reappointment of the following representative to a new two-year term of service on the indicated TIRZ board of directors:

- Edwina Loche Barrett – TIRZ 18 (Fifth Ward): The term will expire in July 2020.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the reappointment of the listed representative to the TIRZ 18 board of directors, effective October 12, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
B-5	Appointment Of Houston Independent School District Representative To Tax Increment Reinvestment Zone 18 Board Of Directors	10-11-18
<b>INITIATED BY:</b> Rhonda Skillern-Jones, President and District II Trustee		
<b>BACKGROUND:</b> 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.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> None		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Academic Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: AUTHORITY TO RATIFY RENEWAL AGREEMENTS WITH COMMUNITY AGENCIES AND/OR EDUCATIONAL SERVICE PROVIDERS FOR APPRAISAL AND RELATED INSTRUCTIONAL AND/OR CONSULTANT SERVICES FOR STUDENTS WITH DISABILITIES FOR SCHOOL YEAR 2018–2019**

This is an annual request to enter into contract negotiations for services for students with disabilities effective October 12, 2018, through August 31, 2019. These contracts comply with Texas Education Agency (TEA) policies and guidelines. This agenda item requests that the Board of Education authorizes the superintendent of schools or a designee to approve other individual contracts after they have been negotiated by appropriate financial, legal, and Special Education staff members.

For school year 2018–2019, students with disabilities may require educational and related services beyond the scope of those offered on school campuses. These services are identified in each student's Individual Education Program (IEP).

Contracts with residential and day-program facilities may include such facilities as Avondale House, Bayes Achievement Center, River Oaks Academy, Shiloh Treatment Center, Texas School for the Deaf, Texas School for the Blind, Including Kids, Harris County Department of Education, and Providence Treatment Center. Each residential and nonpublic day-school facility has been approved by the TEA. The Office of Special Education Services makes an annual site visit to each residential and nonpublic day-school facility to review and evaluate student performance and program effectiveness in the implementation of the student's IEP. The TEA reference guide for nonpublic schools is used for the evaluation.

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

Also specified in this agenda item are agreements with parents for transporting their children to and from school. Parents are reimbursed for transportation costs in cases where a student's physical or emotional condition prohibits him or her from being transported on a Houston Independent School District bus. A Private Transportation Agreement will be offered when specifically recommended and approved by the Admission, Review, and Dismissal/Individual Education Program (ARD/IEP) committee.

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

**COST/FUNDING SOURCE(S):** The total cost of this program is \$6,591,260 and will be funded by IDEA-B Formula and IDEA-B Preschool grant funds.

**STAFFING IMPLICATIONS:** None

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports. It continues to provide instructional and related services for students with disabilities in out-of-district placements.

THIS ITEM DOES REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education ~~authorizes the superintendent of schools or a designee to negotiate and execute ratifies~~ the renewal of agreements with community agencies and/or educational service providers for appraisal, and related instructional and/or consultant services, ~~initiate~~ as well as reimbursement for transportation costs in cases where a student's physical or emotional condition prohibits him or her from being transported on an HISD bus. In addition, a Private Transportation Agreement may be offered when specific recommendations and approvals have been generated by the ARD/IEP committee, as needed by staff members and students with disabilities, effective October 12, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING												
D-1	AUTHORITY TO <del>NEGOTIATE AND EXECUTE</del> <b>RATIFY</b> RENEWAL AGREEMENTS WITH COMMUNITY AGENCIES AND/OR EDUCATIONAL SERVICE PROVIDERS FOR APPRAISAL AND RELATED INSTRUCTIONAL AND/OR CONSULTANT SERVICES FOR STUDENTS WITH DISABILITIES FOR SCHOOL YEAR 2018– 2019	October 11, 2018												
<b>INITIATED BY:</b> Office of Academic Services - Noelia Longoria, Interim, Chief Academic Officer														
<p><b>BACKGROUND:</b></p> <p>This is an annual request to enter into contract negotiations for services for students with disabilities effective October 12, 2018, through August 31, 2019. These contracts comply with TEA policies and guidelines.</p> <p>This agenda item authorizes the superintendent of schools or a designee to approve other individual contracts after they have been negotiated by appropriate financial, legal, and Special Education staff members.</p> <p>The Office of Special Education Services (OSES) in the Houston Independent School District must comply with federal and state regulations as it relates to the provision of services to students with disabilities. Students with disabilities must receive a Free Appropriate Public Education in the Least Restrictive Environment. The district must provide transportation, specific instructional, behavioral, and related services that meet the individual needs of each student as specified in their Individual Education Program. OSES must annually enter into contract negotiations to provide these required services that are beyond the scope of services offered by campuses. Required services may include but are not limited to the following.</p> <ul style="list-style-type: none"> <li>• TEA Approved Residential and Day Program Facilities</li> <li>• Independent Educational Evaluations as per Parental Requests</li> <li>• Instructional and Related Supports as Mandated by Due Process Hearings and Settlement Agreements</li> <li>• Private Transportation Agreements</li> </ul> <p>Below is a table of TEA approved residential and day program facilities that the district has historically contracted with for services for students with disabilities, and the number of students served during the 2017–2018 and 2018–2019 school year.</p> <table border="1"> <thead> <tr> <th></th><th>2017–2018</th><th>2018–2019</th></tr> </thead> <tbody> <tr> <td>Avondale House</td><td>26</td><td>26</td></tr> <tr> <td>Bayes Achievement Center</td><td>6</td><td>4</td></tr> <tr> <td>Harris County Department of Education - Adaptive Behavior Services - East and West</td><td>20</td><td>18</td></tr> </tbody> </table>				2017–2018	2018–2019	Avondale House	26	26	Bayes Achievement Center	6	4	Harris County Department of Education - Adaptive Behavior Services - East and West	20	18
	2017–2018	2018–2019												
Avondale House	26	26												
Bayes Achievement Center	6	4												
Harris County Department of Education - Adaptive Behavior Services - East and West	20	18												

Including Kids, INC.	2	1
Providence Treatment Center	6	9
River Oaks Academy	10	13
Shiloh Treatment Center	7	6
Texas School for the Blind and Visually Impaired	3	7
Texas School for the Deaf	0	0
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item does require consultation.		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Academic Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: DISTRICT IMPROVEMENT PLAN FOR 2018–2019**

Texas Education Code (TEC) §11.252 requires that each school district have a District Improvement Plan (DIP) that is developed, evaluated, revised, and approved by the Board of Trustees annually. The purpose of the DIP is to guide district and campus staff members in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators and the performance index framework.

Attached is the executive summary of the DIP. The full plan is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the 2018–2019 District Improvement Plan, effective October 12, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-2	DISTRICT IMPROVEMENT PLAN FOR 2018-2019	October 11, 2018
<b>INITIATED BY:</b> Office of Academic Services - Noelia Longoria, Interim, Chief Academic Officer		
<p><b>BACKGROUND:</b></p> <p>The intent of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators.</p> <p>Per Education Code 11.252(a) the content of and process for developing the district improvement plan is as follows:</p> <ol style="list-style-type: none"> <li>1. Conduct a comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.             <ol style="list-style-type: none"> <li>a. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.</li> </ol> </li> <li>2. Describe strategies for improvement of student performance that include:             <ol style="list-style-type: none"> <li>a. Instructional methods for addressing the needs of student groups not achieving their full potential.</li> <li>b. Methods for addressing the needs of students for special programs, including:                 <ol style="list-style-type: none"> <li>(1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];</li> <li>(2) Conflict resolution programs;</li> <li>(3) Violence prevention programs; and</li> <li>(4) Dyslexia treatment programs.</li> </ol> </li> <li>c. Dropout reduction.</li> <li>d. Integration of technology in instructional and administrative programs.</li> <li>e. Discipline management.</li> <li>f. Staff development for professional staff of a district.</li> <li>g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</li> <li>h. Accelerated education.</li> </ol> </li> </ol>		

<ol style="list-style-type: none"> <li>3. Describe strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:               <ol style="list-style-type: none"> <li>a. Higher education admissions and financial aid opportunities.</li> <li>b. The TEXAS grant program and the Teach for Texas grant program.</li> <li>c. The need for students to make informed curriculum choices to be prepared for success beyond high school.</li> <li>d. Sources of information on higher education admissions and financial aid.</li> </ol> </li>   <li>4. Identify resources needed to implement identified strategies, including but not limited to:               <ol style="list-style-type: none"> <li>a. staff--what professionals are responsible for ensuring the accomplishment of each strategy; and</li> <li>b. time--establish timelines for ongoing monitoring of the implementation of each improvement strategy; and</li> <li>c. evaluation—describe the formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.</li> </ol> </li>   <li>5. Describe the discipline management program(s) used to provide prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles, per Education Code 37.083(a). The policies pertaining to these areas must be included in a handbook provided to students and parents.</li>   <li>6. The district's improvement plan is a compilation of sections authored by administrators responsible for oversight of the areas outlined in the plan's table of contents. Each section's author met with the District Advisory Committee to gain their feedback and input. Each author indicated the monitoring activities associated with each strategy. A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request, per Education Code 11.252(b).</li> </ol>	
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None	
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> None	

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Academic Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: APPROVAL OF THE EXECUTIVE SUMMARIES OF SCHOOL  
IMPROVEMENT PLANS FOR THE 2018–2019 SCHOOL YEAR**

In accordance with Texas Education Code Section 11 and Texas Education Code Section 39 subchapter E, schools are required to submit campus performance objectives that are part of the school improvement plan (SIP) to the Houston Independent School District (HISD) Board of Education for approval. SIPs are approved by each school's faculty and are revised annually. School support officers and area superintendents reviewed and approved each school's SIP.

Each principal prepared an executive summary of the school's SIP that includes condensed information about the school, the targeted areas of need, and the goals, objectives, and major strategies. A copy of each SIP executive summary is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda items supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the executive summaries of School Improvement Plans for the 2018–2019 school year, effective October 12, 2018.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-3	APPROVAL OF THE EXECUTIVE SUMMARIES OF SCHOOL IMPROVEMENT PLANS FOR THE 2018-2019 SCHOOL YEAR	October 11, 2018
<b>INITIATED BY:</b> Office of Academic Services - Noelia Longoria, Interim, Chief Academic Officer		
<p><b>BACKGROUND:</b></p> <p>Each school year, the principal of each school campus, with the assistance of the site-based decision making committee (SDMC), develops, reviews, and revises the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under education code chapter 29, subchapter a, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.</p> <p>As described in education code 11.253(d), each school improvement plan must:</p> <ol style="list-style-type: none"> <li>1. Assess the academic achievement for each student in the school using the achievement indicator system.</li> <li>2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under education code chapter 29, subchapter a.</li> <li>3. Identify how the campus goals will be met for each student.</li> <li>4. Determine the resources needed to implement the plan.</li> <li>5. Identify staff needed to implement the plan.</li> <li>6. Set time lines for reaching the goals.</li> <li>7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.</li> <li>8. Provide for a program to encourage parental involvement at the campus.</li> <li>9. Include goals and methods for violence prevention and intervention on campus.</li> <li>10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on: <ol style="list-style-type: none"> <li>a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal centers for disease control and prevention;</li> <li>b. Student academic performance data;</li> <li>c. Student attendance rates;</li> <li>d. The percentage of students who are educationally disadvantaged;</li> <li>e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and</li> <li>f. Any other indicator recommended by the local school health advisory council.</li> </ol> </li> </ol> <p>Reviews and Approvals:</p> <p>Each school's final draft of their SIP is submitted to their SDMC. The SDMC reviews the SIP with parents, community members, and the school's professional staff. After all revisions are made and the principal approves the plan, the SDMC will present the plan to the school's professional staff for a</p>		

vote of approval. Two-thirds of the professional staff must approve the plan by secret ballot. Next, principals submit a copy of the approved plan to the appropriate School Support Officer and Area Superintendent for additional review and approval, as evidenced by their signatures. Lastly, the Superintendent presents an agenda item to the HISD Board of Education seeking approval of SIP executive summaries, copies of which are on-file in Board Services.

#### Plan Components:

##### 1. Executive Summary

The executive summary gives a brief description of the school's culture and ongoing developments by condensing the more detailed reports in the subsequent components.

The executive summary for each school will be compiled by school leadership support and used as back-up for the board agenda item.

##### 2. Mission Statement

The mission statement focuses on the shared beliefs of the educational staff, parents, and community members. It is a concise statement of the purpose and function of the school that can be easily understood and adopted by all students, parents, educational staff, and community members. It is intended to set a broad standard by which the activities of the district or school may be consistently guided over time.

##### 3. Overview of School.

This section describes the school and what makes it unique. The student population's characteristics, the school's location, and special programs are a few of the items that may be included.

##### 4. Shared Decision Making

This section provides a description of the school's shared decision-making committee (SDMC).

##### 5. Needs Assessment

The needs assessment provides a review of the SIP from the prior year, the progress made toward achievement of the objectives, and positive and negative contributing factors. The needs assessment also includes a discussion of student achievement level based on the academic excellence indicators. Performance results must be disaggregated with respect to the performance of all student groups served, including categories of ethnicity, socioeconomic status, gender, and special programs.

##### 6. Title I

This section includes a list of the Title I components, a summary of the component included in the school improvement plan, and a sample of the component and page number(s) indicating where the component may be found.

##### 7. State Compensatory Education Funds

Compensatory education is defined in reference (f) as programs or services designed to improve and enhance the regular education program for students in at-risk situations. The purpose is to increase the academic achievement of identified students in at-risk situations and reduce the dropout rate.

**8. Goals**

The required goals are: Increase student achievement; Improve public support and confidence in schools; and Increase violence prevention and intervention (state requirement).

**9. Objectives**

This subsection should contain the required objectives to be written for each goal. Each objective must be measurable. Each objective should be presented in table format and must include specific information for initiatives, strategies, and activities; responsibility; resources; timeline; and formative evaluation.

**10. Summative Evaluation**

Each objective written must include a summative evaluation, which outlines the factors used to measure the objective at year-end and to determine if it was attained. The summative evaluation should be written below the objective.

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

**ADMINISTRATIVE PROCEDURES REQUIRED:** None

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Academic Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: APPROVAL OF CERTIFIED APPRAISERS FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM FOR SCHOOL YEAR 2018–2019**

Annually, efforts are made to ensure that the district maintains qualified teacher appraisers who meet specific training and certification requirements and who are assigned to an appropriate position as indicated in DNA(REGULATION). The purpose of this agenda item is to seek board approval for those school-based individuals who have met the local appraiser recertification and certification requirements to appraise teachers for the school year 2018–2019. The list of certified appraisers is on file in the office of Talent Development and Performance.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom and Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the certified appraisers for the Teacher Appraisal and Development System for the school year 2018–2019, effective October 12, 2018.

## EXECUTIVE SUMMARY

In order to serve as an appraiser in our locally developed Teacher Appraisal and Development System (TADS), campus-based employees must fall within specific job titles outlined in DNA(REGULATION). Those job titles include –

- Principal
- Assistant Principal
- Dean
- Instructional Specialist
- Curriculum Specialist
- Teacher Specialist
- Instructional Coordinator
- Teacher Coordinator
- Title I Coordinator
- Magnet Coordinator

To obtain initial certification in TADS, appraisers complete a 30-hour training course and must pass a certification assessment. Periodic recertification is required per DNA(LOCAL). The most recent recertification of appraisers took place in summer 2016 and during the 2016–2017 school year.

Individuals named on this list have completed all certification requirements.

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of the Chief of Staff  
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF TARGETED IMPROVEMENT PLAN FOR YEAR 1  
IMPROVEMENT REQUIRED CAMPUSES**

All campuses designated as year 1 Improvement Required (IR) by the Texas Education Agency (TEA) are required to develop and submit the Targeted Improvement Plan (TIP). The TIP includes a problem statement and its root cause, activities to address the root cause, a timeline, resources needed, persons responsible for implementing and monitoring the activities, goals for the activities, and results. Each campus TIP is to be developed by the principal in collaboration with a TEA-approved professional service provider (PSP) and the area superintendent for that campus. Year 1 IR campuses are required to have their TIP approved locally by the Board of Education prior to submission to the TEA. This item seeks board approval of the targeted improvement plans for the following IR 1 campuses: Codwell Elementary School (ES), Marshall ES, Shearn ES, Sherman ES, and Sugar Grove Middle School (MS).

**COST/FUNDING SOURCE(S):** No additional costs outside of each campus's budget and the current Achieve 180 budget are anticipated.

**STAFFING IMPLICATIONS:** Staffing will be assigned as appropriate.

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

**THIS ITEM DOES REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education approves targeted improvement plans for Codwell ES, Marshall ES, Shearn ES, Sherman ES, and Sugar Grove MS for submission to the TEA, effective October 12, 2018.

# Additional Information for Targeted Improvement Plans

## What is a Targeted Improvement Plan (TIP)?

- A Targeted Improvement Plan is developed to address the academic gaps that led a school to either be identified by state accountability standards as Improvement Required or by federal accountability standards as Comprehensive Support.
- The plan must include a problem statement and its root cause, activities to address the root cause, a timeline, resources needed, persons responsible for implementing and monitoring the activities, goals for the activities, and results.

## What schools must complete and submit a Targeted Improvement Plan?

- Targeted Improvement Plans must be developed by schools identified as Improvement Required Year 1 (IR 1) or identified as Comprehensive Support.
- Schools rated as IR 1 are: Codwell Elementary, Marshall Elementary, Shearn Elementary, Sherman Elementary and Sugar Grove Middle School.
- Schools identified as Comprehensive Support are: Foerster Elementary, Deady Middle School, Holland Middle School, High School Ahead, Kashmere High School, Liberty High School, Madison High School, Middle College at Fraga, Texas Connection Academy of Houston, Wheatley High School, Worthing High School and Yates High School.
- Once a school develops a Targeted Improvement Plan, it must be submitted to the Board of Education for approval.
- If Targeted Improvement Plans are approved by the Board of Education, plans then are submitted to TEA for final approval to implement.

## What determines if a school is identified as a Comprehensive Support school?

- The Closing the Gaps domain scaled score is used to identify schools for comprehensive support.
- TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support.
- Also, if a campus does not attain a 67 percent four-year graduation rate for the All Students group, the campus is also automatically identified for comprehensive support.
- Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.
- TEA will annually identify campuses for Comprehensive Support beginning with the August 2018 accountability release, which is based on school year 2017–18 performance data.

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of the Chief of Staff  
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF TARGETED IMPROVEMENT PLANS FOR CAMPUSES IDENTIFIED AS COMPREHENSIVE SUPPORT BY THE TEXAS EDUCATION AGENCY**

Each campus identified as a Comprehensive Support school by the Texas Education Agency (TEA) is required to develop and submit a Targeted Improvement Plan (TIP). The TIP includes a problem statement and its root cause, activities to address the root cause, a timeline, resources needed, persons responsible for implementing and monitoring the activities, goals for the activities, and results. Each campus TIP is to be developed by the principal in collaboration with a TEA-approved professional service provider (PSP) and the area superintendent for that campus. Comprehensive Support campuses are required to have their TIP approved locally by the Board of Education prior to submission to the TEA. This item seeks board approval of the targeted improvement plans for the following Comprehensive Support schools: Deady Middle School (MS), Foerster Elementary School (ES), High School Ahead Academy, Holland MS, Kashmere High School (HS), Liberty HS, Madison HS, Middle College HS at Fraga, Texas Connection Academy of Houston, Wheatley HS, Worthing HS, and Yates HS.

**COST/FUNDING SOURCE(S):** No additional costs outside of each campus's budget and the current Achieve 180 budget are anticipated.

**STAFFING IMPLICATIONS:** Staffing will be assigned as appropriate.

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

**THIS ITEM DOES REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education approves targeted improvement plans for Deady MS, Foerster ES, High School Ahead Academy, Holland MS, Kashmere HS, Liberty HS, Madison HS, Middle College HS at Fraga, Texas Connection Academy of Houston, Wheatley HS, Worthing HS, and Yates HS, effective October 12, 2018.

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Finance  
Rene Barajas, Chief Financial Officer

**SUBJECT: APPROVAL OF VENDOR AWARDS FOR PURCHASES OVER \$100,000 AND RATIFICATION OF VENDOR AWARDS FOR PURCHASES UNDER \$100,000**

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

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

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

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

**STAFFING IMPLICATIONS:** None

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all three district goals and is aligned to all five core initiatives of the district.

**THIS ITEM DOES NOT REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education approves vendor awards for purchases over \$100,000 and ratifies vendor awards for purchases under \$100,000, effective October 12, 2018.

**Approval of Purchases Over \$100,000**  
**Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	18-05-07 – RFP / Fuel: Unleaded, Biodiesel and ULSD – (March) – (Busby)
<b>Project Description</b>	The purpose of this contract is to obtain unleaded, biodiesel, and ultra-low-sulfur diesel fuel as well as other related petroleum products and services for the Transportation Department. The average annual historical expenditure for this project is \$4,900,000. The projected annual budget is \$6,400,000, not to exceed \$34,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendors and awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFX's Viewed/ Received</b>	62/7
<b>Project Term</b>	The contract term is from October 15, 2018, through October 14, 2019, with four annual renewal options after the initial contract term, not to extend beyond October 14, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$34,000,000

<b>Budget Information</b>					
Fund	1993000000	Fund		Fund	
Cost Center	1040810101	Cost Center		Cost Center	
Functional Area	PS3499000000000000	Functional Area		Functional Area	
General Ledger	6311000000	General Ledger		General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Pinnacle Petroleum, Inc.	A-100%	O
Southern Counties Oil Co., a California Limited Partnership dba SC Fuels	B-20%	O
Sun Coast Resources, Inc.	A-100%	H

**Approval of Purchases Over \$100,000  
Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	18-06-04 – RFP / Fencing Services Districtwide – (Pleasant) – (Busby)
<b>Project Description</b>	The purpose of this contract is to obtain districtwide fencing services. The average annual historical expenditure for this project is \$1,491,000. The projected annual budget is \$1,500,000, not to exceed \$7,500,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	70/4
<b>Project Term</b>	The contract term is from November 13, 2018, through November 12, 2019, with an option to renew for four additional one-year terms, not to extend beyond November 12, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$7,500,000

<b>Budget Information</b>					
Fund	1993XXXXXX	Fund	1993XXXXXX	Fund	Various Schools and/or Departments
Cost Center	XXXXXXXXXX	Cost Center	XXXXXXXXXX	Cost Center	
Functional Area	AD5199FEN0000000	Functional Area	PS5199FEN0000000	Functional Area	
General Ledger	6319000000	General Ledger	6249000000	General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Burnscraft Mfg Inc dba National Fence Company	B-20%	H
Post Oak Construction	A-100%	H
The Fierro Group LTD Co dba Fencemaster of Houston	A-102%	H
Westco Ventures LLC	A-100%	H

**Approval of Purchases Over \$100,000**  
**Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	19-07-19 – RFP / Drug & Alcohol Testing – (Thomas) – (Barajas)
<b>Project Description</b>	The purpose of this contract is to obtain drug- and alcohol-testing services for a Department of Transportation (DOT) and non-DOT drug-free workplace program for Benefits. The average annual historical expenditure for this project is \$154,491. The projected annual budget is \$382,903, not to exceed \$1,914,517 for the duration of the contract. The district applied the "Best Value" process in selecting the vendor and awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFX's Viewed/ Received</b>	60/4
<b>Project Term</b>	The contract term is from October 12, 2018, through October 11, 2019, with four annual renewal options after the initial contract term, not to extend beyond October 11, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$1,914,517

<b>Budget Information</b>			
Fund	Various Schools and/or Departments	Fund	799000000
Cost Center		Cost Center	3870806000
Functional Area		Functional Area	4199000000000
General Ledger		General Ledger	6299000000
I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Phamatech, Inc.	A-100%	OT

**Approval of Cooperative Purchase Over \$100,000  
Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	19-09-08-11 – Cooperative / Overnight, Second Day, and Ground Delivery Services – (Emeka) – (Gilhousen)
<b>Project Description</b>	The purpose of this cooperative contract is to obtain courier delivery services for the Administrative Services Department. The projected annual budget is \$45,000, not to exceed \$250,000 for the duration of the contract. This is a cooperative agreement with Texas Multiple Award Schedules (TXMAS) utilizing contract # 962-C1 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	
<b>Project Term</b>	The contract term is from October 12, 2018, through November 27, 2019, with two annual renewal options, if TXMAS executes its contract renewal option, not to extend beyond November 27, 2021.
<b>Amount not to Exceed (Project Term)</b>	\$250,000

<b>Budget Information</b>		
Fund	7520000000	Fund
Cost Center	3150820041	Cost Center
Functional Area	AD41990000000000	Functional Area
General Ledger	6299000000	General Ledger
I/O		I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
FedEx		OT

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	13-08-04 – RFP/ Labor Compliance Staffing – (Hooks)– (Barajas) Term Extension
<b>Project Description</b>	The purpose of this contract amendment is to execute a contract extension to oversee Labor Compliance staffing for Houston Independent School District's (HISD's) 2012 Construction Services Bond projects and other capital projects that may arise for Business Assistance. The project was originally approved by the board on September 12, 2013. The average annual budget is \$1,000,000, and the projected annual budget is \$1,000,000, not to exceed \$2,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFX's Viewed/ Received</b>	
<b>Project Term</b>	The contract term is from December 11, 2018, through December 10, 2019, with one annual renewal option, not to extend beyond the duration of HISD's 2012 Bond.
<b>Amount not to Exceed (Project Term)</b>	\$2,000,000

<b>Budget Information</b>					
Fund	6990000300	Fund		Fund	
Cost Center	1040999999	Cost Center		Cost Center	
Functional Area	AD81990000000000	Functional Area		Functional Area	
General Ledger	6629000000	General Ledger		General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
D. Samuels & Associates, LLC		H

**Amendment to Cooperative Item Approved on a Prior Board Agenda  
Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	16-09-06-01 – Cooperative / Fire-Retardant Flags – (Pleasant) – (Busby) Term Extension
<b>Project Description</b>	The purpose of this contract amendment is to execute an extension for fire-retardant flags for the Central Warehouse. The project was originally approved by the board on September 14, 2017. This is a cooperative agreement with BuyBoard utilizing contract 503-16 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFX's Viewed/ Received</b>	
<b>Project Term</b>	The contract term is from November 1, 2018, through March 31, 2019.
<b>Amount not to Exceed (Project Term)</b>	\$0

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
K & K America dba Dallas Midwest		T

**Amendment to Cooperative Item Approved on a Prior Board Agenda  
Recommended for 10/11/2018 Board Agenda**

<b>Project Information</b>	17-05-13-02 – Cooperative / Audiovisual Equipment and Accessories, Computer Accessories, and Related Services – (Alford) – (Gilhousen) Budget Increase
<b>Project Description</b>	The purpose of this contract amendment is to request a budget increase to obtain districtwide audiovisual equipment and accessories, computer accessories, and related services. The project was originally approved by the board on June 9, 2017. The average annual budget for this project is \$9,000,527, and the projected budget increase is \$10,400,000, not to exceed \$20,800,000 for the duration of the contract. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing contracts DIR-TSO-3362, DIR-TSO-3858, and DIR-TSO-3281 in accordance with Chapter 44 and Chapter 791 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	
<b>Project Term</b>	
<b>Amount not to Exceed (Project Term)</b>	\$20,800,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Data Projections, Inc. (DIR-TSO-3362)		O
Visual Innovation Company, Inc.		O
MCA Communications, Inc.		O

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Finance  
Rene Barajas, Chief Financial Officer

**SUBJECT: APPROVAL OF CURRENT AND ANTICIPATED DONATIONS FOR DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE, EXECUTE, AND AMEND NECESSARY CONTRACTS ASSOCIATED WITH THESE DONATIONS**

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

The attachment reflects a summary of proposed donations.

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

STAFFING IMPLICATIONS:                      None

ORGANIZATIONAL GOALS/IMPACT:      This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the proposed donations for districtwide and school-specific programs and authorizes the superintendent or a designee to negotiate, execute, and amend necessary contracts, effective October 12, 2018.

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation	Fund
Kroger	Strategic Partnerships/Various Schools	44 Bins of School Supplies	\$62,950 (in-kind)	XXXXXXXXXX
Kroger has donated 44 bins of school supplies valued at \$62,950 to Strategic Partnerships on behalf of various schools named for the donation. The schools were chosen by Strategic Partnerships based on their Title 1 ranking as well as their status of being deemed a priority school by their area superintendents. The Homeless Education Office was also included based on the need of that population. This donation can only be used as specified. See attached list of schools.				
Urban Harvest	Gregory Lincoln Education Center	School Garden Enhancement	\$100,000 (in-kind)	XXXXXXXXXX
Urban Harvest has donated goods and services to the Gregory Lincoln Education Center valued at \$100,000 to enhance the existing school garden space. The donation includes installation of an irrigation and French drain, improvements to the garden and orchard grounds, as well as adding a pergola and garden shed for The Cultivated Classroom project. Gregory Lincoln Education Center was chosen by Urban Harvest because of its long-standing history with the school. Urban Harvest was looking for a school that had a project design already in the works but was never completed. Facilities Management—Maintenance will be consulted prior to beginning work. This donation can only be used as specified.				
Lone Star Entertainment via Houston Texans	Strategic Partnerships	Game Tickets	\$25,320 (in-kind)	XXXXXXXXXX
Lone Star Entertainment via Houston Texans has donated game tickets valued at \$25,320 to Strategic Partnerships. This gift of 422 tickets is specifically for schools and families of the Houston Independent School District (HISD). The tickets were distributed to each area office; the area offices will determine which schools receive them. This donation can only be used as specified.				

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation	Fund
Neuhaus Education Center	Various Schools	Professional Development	\$148,000 (in-kind)	XXXXXXXXXXXX
<p>Neuhaus Education Center, a Houston-based non-profit organization, has selected 10 HISD elementary schools to receive prekindergarten–grade 2 literacy professional development. This in-kind donation includes approximately \$14,800 in professional development services per campus. The campuses are Anderson, Ashford, Braeburn, Bonham, Gross, Kate Smith, Lockhart, Milne, Parker, and Sherman. These campuses were selected based on Neuhaus Education Center's desire to develop a replicable teacher- and school-leader literacy professional-development support model to increase student achievement on 10 diverse HISD elementary campuses. Neuhaus Education Center will partner with HISD to analyze student achievement data throughout the school year with a goal of seeking additional philanthropic support to expand to more HISD schools and grade levels.</p>				
RSM US Foundation via HISD Foundation	Robinson Elementary School (ES)	School-wide Programs and Activities	\$5,300	XXXXXXXXXXXX
<p>The RSM US Foundation via the HISD Foundation has donated \$5,300 to Robinson ES to support school-wide programs and activities to benefit students. The school was chosen by the RSM US Foundation as part of their national volunteer day efforts on August 2, 2018. The donation can only be used as specified.</p>				
The Discover Brighter Futures Fund via Goldman Sachs	Blackshear ES	Student, Teacher, and Parent Incentives and Field Trip Expenses	\$15,000	XXXXXXXXXXXX
<p>The Discover Brighter Futures Fund via Goldman Sachs has donated \$15,000 to Blackshear ES for student, teacher, and parent incentives and for field trip expenses. Blackshear ES was chosen by the Discover Brighter Futures Fund because of its history with the school. The donation can only be used as specified.</p>				

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation	Fund
<u>Harvard ES Parent- Teacher Association (PTA)</u>	<u>Harvard ES</u>	<u>Teacher Supplies for Fall Semester of 2018–2019 Academic Year</u>	<u>\$5,879.36</u>	<u>XXXXXXXXXXXX</u>
<u>The Harvard ES PTA has donated \$5,879.36 to Harvard ES to provide teacher supplies for the fall semester of the 2018–2019 academic year. The donation can only be used as specified.</u>				
<u>Mark Twain Parent- Teacher Organization (PTO)</u>	<u>Twain ES</u>	<u>International Baccalaureate (IB) Primary Years Programme (PYP)</u>	<u>\$20,000</u>	<u>XXXXXXXXXXXX</u>
<u>The Mark Twain PTO has donated \$20,000 to Twain ES to continue to support the IB PYP program. These funds may be used for professional development, resources, and supplies. The donation can only be used as specified.</u>				
<u>Hopewell Valley Central High School (HS)</u>	<u>Las Americas Newcomer School</u>	<u>Academic Support</u>	<u>\$6,585.16</u>	<u>XXXXXXXXXXXX</u>
<u>Hopewell Valley Central HS of Pennington, New Jersey, has donated \$6,585.16 to Las Americas Newcomer School to provide academic support, at the principal's discretion, in the areas of extra duty pay for campus staff, contracted services, supplies and materials, other operating costs, and educational technology. The donation can only be used as specified.</u>				
<b>Total Value of Donations: <del>\$356,570</del> <del>382,449.36</del> <u>\$389,034.52</u></b>				

## Designated Schools for Kroger Donation

1. Alcott Elementary School (ES)
2. Atherton ES
3. Bastian ES
4. Blackshear ES
5. Bonham ES
6. Bonner ES
7. Braeburn ES (Priority) at Welch Middle School (MS)
8. Bruce ES
9. Cook ES
10. Crespo ES
11. De Chaumes ES
12. Durkee ES
13. Eliot ES
14. Elmore ES
15. Foerster ES
16. Foster ES
17. Frost ES
18. Gallegos ES
19. Golfcrest ES (Priority)
20. Harris RP ES
21. Henderson N.Q. ES (Priority)
22. Herrera ES
23. Isaacs ES (Priority)
24. Janowski ES
25. Las Americas MS
26. Martinez R ES
27. McNamara ES
28. Northline ES
29. Osborne ES
30. Paige ES
31. Park Place ES
32. Petersen ES
33. Pilgrim Academy ES
34. Pleasantville ES
35. Port Houston ES
36. Rucker ES
37. Shearn ES
38. Sherman ES
39. Tinsley ES (Priority)
40. Wainwright ES (Priority)
41. Wesley ES (Priority)
42. Woodson ES (Priority)
43. Young ES (Priority)
44. Homeless Education Office

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Finance  
Rene Barajas, Chief Financial Officer

**SUBJECT: 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 Board of Education.

The attachment reflects a summary of grants awarded to HISD.

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

**STAFFING IMPLICATIONS:** None

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all three district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

**THIS ITEM DOES NOT REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education accepts the proposed grant funds for districtwide and school-specific programs and authorizes the superintendent of schools or designee to negotiate and execute contracts required under the grants, effective October 12, 2018.

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

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant	Fund
U.S. Department of Education (USDE)	Fine Arts	Professional Development for Music Teachers in the Kodály Method, Year 2 of 4-Year Grant	\$374,921	XXXXXXXXXX

The USDE has awarded the district a four-year Professional Development for Arts Educators (PDAE) grant to provide professional development to music teachers at 57 elementary schools with high poverty rates. The district's PDAE project is designed to increase the emergent musical literacy skills of students aged 4–14 by providing their campus-based music educators with sustained and intensive professional development in the effective use of teaching techniques and strategies based on the Kodály concept of music education. The 57 elementary schools were selected to participate in the district's project because they met the USDE requirement that 50% or more of the students served by the schools are from low-income families, based on the poverty criteria in Title I, Section 1113(a)(5) of the Elementary and Secondary Education Act (ESEA). The 57 schools that were selected to participate in the project also had to have a music teacher on campus. The grant amount of \$374,921 reflects year two of funding out of a total grant amount of \$1,336,503 for four years. The grant period for year two is October 1, 2018, to September 30, 2019. The grant funds can only be used as specified. For additional details, see the attached list of schools and detailed budget.

Texas Education Agency (TEA)	Elementary Curriculum	Mathematics Achievement Academy Teacher Stipends/Various Schools	\$17,500	XXXXXXXXXX
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The TEA has issued \$17,500 to the Houston Independent School District (HISD) for eligible teachers who completed a Mathematics Achievement Academy during the summer of 2018. Teachers who provide math instruction to students in grades 1–3 were entitled to receive a \$350 stipend from the state. A signed verification form accepting the stipend was required from eligible teachers. There are 50 teachers who are eligible to receive the stipends. The list of approved stipends was provided to appropriate campus principals and business office personnel. The TEA requires the district to pay the stipends in a timely manner.

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

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant	Fund
TEA	Elementary Curriculum	Reading to Learn Teacher Stipends/Various Schools	<del>\$8,050</del> <u>\$8,750</u>	XXXXXXXXXXXX

The TEA has issued ~~\$8,050~~ \$8,750 to HISD for eligible teachers who completed a Reading to Learn Academy during the summer of 2018. Teachers who provide reading instruction to students in grades 4–5 were entitled to receive a \$350 stipend from the state. A signed verification form accepting the stipend was required from eligible teachers. There are 23 ~~25~~ teachers who are eligible to receive the stipends. The list of approved stipends was provided to appropriate campus principals and business office personnel. The TEA requires the district to pay the stipends in a timely manner.

TEA	Elementary Curriculum	Literacy Achievement Academy Teacher Stipends/Various Schools	\$28,000	XXXXXXXXXXXX
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The TEA has issued \$28,000 to HISD for eligible teachers who completed a Literacy Achievement Academy during the summer of 2018. Teachers who provide literacy instruction to students in kindergarten or grades 1–3 were entitled to receive a \$350 stipend from the state. A signed verification form accepting the stipend was required from eligible teachers. There are 80 teachers who are eligible to receive the stipends. The list of approved stipends was provided to appropriate campus principals and business office personnel. The TEA requires the district to pay the stipends in a timely manner.

Laura Bush Foundation for America's Libraries	Clifton Middle School (MS)	Library Books	\$20,000	XXXXXXXXXXXX
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The Laura Bush Foundation for America's Libraries has awarded a grant to Clifton MS for the purchase of library books under the auspices of the 2018 Disaster Relief Grant Program. Schools with campus libraries that were impacted by a natural disaster during Hurricanes Harvey, Irma, or Maria, or the California wildfires were eligible to apply. The grant funds must be spent by the end of the 2018–2019 academic year. The grant funds can only be used as specified. See the attached budget for additional details.

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

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant	Fund
The Center for After-school, Summer and Enrichment for Kids (CASE for Kids), a Division of the Harris County Department of Education (HCDE)	Ed White Elementary School (ES)	2018–2019 CASE for Kids Partnership Project Grant	\$30,000	XXXXXXXXXXXX

CASE for Kids, through the 2018–2019 CASE for Kids Partnership Project Grant Program, has awarded a grant to Ed White ES for the 2018–2019 academic year. Originally, CASE for Kids awarded grants to six HISD elementary schools for the 2018–2019 academic year. The award for Ed White ES is the result of CASE for Kids having sufficient funding to award another grant. CASE for Kids provides funding to promote quality out-of-school time programming for youth. The goal of the CASE Partnership Project is to provide supplemental funding to comprehensive after-school programs to promote social and emotional learning skills and increased support of numeracy and literacy development for economically disadvantaged students between the ages of four and 12, or up to the age of 19 with a documented disability. CASE Partnership Project sites offer an array of activities that develop both academic and social skills in students. These funds may be used for extra-duty pay to teachers, funding for service providers, and supplies and materials to support the after-school programs. These funds may only be used as specified in the grant.

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

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant	Fund
USDE through the TEA	See attachment for list of schools	Title I, 1003 – School Improvement Grant	\$1,975,000	XXXXXXXXXXXX

The purpose of the Title I, 1003 – School Improvement Grant is to provide funding to school districts for use in identified Comprehensive Support schools. Previously under School Improvement, campuses were identified as Priority and Focus. Beginning in 2018–2019, USDE changed the classifications to Comprehensive Support (formerly Priority) and Targeted Support (formerly Focus). Targeted Support schools will be identified for the first time in August 2019 based on 2017, 2018, and 2019 school ratings.

The criterion used by TEA to identify the Comprehensive Support schools are the following: the lowest ranking five percent of the Closing Gaps domain of campuses that receive Title I, Part A funds, and/or schools who did not attain a 67-percent four-year graduation rate for all the students. Only the identified schools must expend the funds to increase the academic achievement of their students' groups to enable the campuses to meet performance targets and percentage-of-evaluated indicators, and to increase a letter grade on the Closing Gaps domain in the state accountability system.

Allowable expenditures for Comprehensive Support funds are payroll costs, professional and contracted services, supplies and materials, in-state travel for training activities, capital outlay, and indirect costs. The grant ends on September 30, 2019. These funds may only be used for the identified schools by TEA as specified in the grant.

Mr. Holland's Opus Foundation	11 Schools	Musical Instruments for the Schools Music Programs	\$393,121.84 (In- Kind)	XXXXXXXXXXXX
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Mr. Holland's Opus Foundation has awarded 11 HISD schools grants to provide musical instruments to support their music education programs. These in-kind grants of musical instruments have a total value of \$393,121.84. The purpose of the Mr. Holland's Opus Foundation is to promote music education programs in schools by awarding musical instruments to under-funded music programs, and vital support services to school districts nationwide, giving economically-disadvantaged youth access to the many benefits of music education, leading them to success in school, and inspiring creativity and expression through playing music. The grant funds can only be used as specified. For additional details, see the attached budget.

**Total Value of Grants: ~~\$2,846,592.84~~ \$2,847,292.84**

## List of HISD Schools Participating in USDE-Funded Four-Year Professional Development for Arts Educators (PDAE) Grant

School Number	School Name	Economically Disadvantaged %	Total Enrolled
114	Braeburn Elementary School (ES)	99	877
286	Herrera ES	98	882
382	Reagan Education Center	98	1,060
218	Pilgrim Academy	97	1,125
240	Sherman ES	97	659
299	Milne ES	97	685
298	Martinez, R. ES	97	563
372	Rodríguez ES	96	1,029
106	Atherton ES	96	576
475	Elmore ES	96	652
124	Burnet ES	95	500
122	Burbank ES	94	867
121	Bruce ES	94	620
128	Lyons ES	93	1,002
295	Benavidez ES	93	1,093
136	Cunningham ES	93	721
220	Pleasantville ES	93	323
162	Gregg ES	93	584
110	Blackshear ES	92	533
167	Harris, R. P. ES	92	648
243	Thompson ES	92	499
214	Park Place ES	92	988
144	Durkee ES	91	689
374	Tinsley ES	91	784
287	Cage ES	90	581
260	Windsor Village ES	90	786
120	Browning ES	90	560
125	Burrus ES	90	506
292	Carrillo ES	89	603
207	Montgomery ES	89	694
269	Scroggins ES	89	610

## List of HISD Schools Participating in USDE-Funded Four-Year Professional Development for Arts Educators (PDAE) Grant

School Number	School Name	Economically Disadvantaged %	Total Enrolled
248	Sutton ES	88	1,126
473	Hilliard ES	88	693
186	Robinson ES	88	687
123	Codwell ES	88	463
151	Bell ES	88	777
267	White ES	86	858
253	Walnut Bend ES	86	753
369	Gross ES	86	649
219	Piney Point ES	86	1,166
279	Tijerina ES	86	436
152	Field ES	83	514
148	Elrod ES	83	732
58	Gregory-Lincoln Education Center	81	751
192	Lantrip ES	79	756
242	Smith ES	77	922
170	Helms ES	74	493
273	Ashford ES	72	524
201	MacGregor ES	70	537
149	Emerson ES	69	938
196	Longfellow ES	69	739
80	Rice School	67	1,149
276	Shadowbriar ES	62	562
224	Red ES	60	700
241	Sinclair ES	54	544
396	Daily ES	52	719

**Detailed Budget**  
**U.S. Department of Education (USDE)**  
**Grant to HISD Fine Arts Department**  
**The Professional Development for Arts Educators (PDAE) Grant Program**  
**Year 2 of Four Years of Funding**

Grantor	Budget String Object Description	Budget String					Amount
		Fund	Cost Center	Functional Area	GL	Internal Order	
USDE	Payroll and Fringes	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$231,448
USDE	Contracted Services	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$132,500
USDE	Travel	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$2,925
Indirect Costs							\$8,048
Total Costs							\$374,921

**Detailed Budget**  
**Center For Afterschool, Summer And Enrichment (CASE) for Kids**  
**2018–2019 CASE for Kids Partnership Project Grants**  
**Ed White Elementary School**

Grantor	Budget String Object Description	Budget String					Amount
		Fund	Cost Center	Functional Area	GL	Internal Order	
<b>CASE for Kids</b>	Payroll and Fringes	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$22,500
<b>CASE for Kids</b>	Contracted Services	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$2,000
<b>CASE for Kids</b>	Supplies and Materials	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$3,000
<b>CASE for Kids</b>	Other Operating Costs	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$2,500
<b>Total Costs</b>							<b>\$30,000</b>

**Detailed Budget**  
**Mr. Holland's Opus Foundation (MHOF)**  
**Musical Instruments Grants (Total In-Kind Value)**

**Eleven Schools Receiving Musical Instruments:**

- Austin High School (HS)
- Hartman Middle School (MS)
- Longfellow Elementary School (ES)
- Billy Reagan K–8 Center
- Robinson ES
- Cullen MS
- Booker T. Washington HS
- Codwell ES
- Coop ES
- Key MS
- Scarborough HS

Grantor	Campus	Budget String					Amount
		Fund	Cost Center	Functional Area	GL	Internal Order	
MHOF	Austin HS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$2,650
MHOF	Hartman HS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$48,758
MHOF	Longfellow ES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$30,280
MHOF	Reagan K-8	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$23,989
MHOF	Robinson ES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$4,909.20

<b>MHOF</b>	Cullen MS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$25,330
<b>MHOF</b>	Washington HS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$58,789
<b>MHOF</b>	Codwell ES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$50,319
<b>MHOF</b>	Coop ES	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$22,020
<b>MHOF</b>	Key MS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$87,308
<b>MHOF</b>	Scarborough HS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$38,769.64
<b>Total Award (In-Kind)</b>							<b>\$393,121.84</b>

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Finance  
Rene Barajas, Chief Financial Officer

**SUBJECT: APPROVAL OF RESOLUTION ADOPTING TAX RATE AND LEVYING  
AD VALOREM TAXES FOR TAX YEAR 2018**

To support the approved 2018–2019 budget and to make required expenditures, the Houston Independent School District (HISD) must adopt a tax rate that will provide revenue through the property tax as provided by law. The rate to be adopted must include the necessary revenue for payment of maintenance and operations expenses and for debt service. The rate of \$1.2067 per \$100 of taxable value is recommended as the HISD 2018 tax rate to be adopted by the Board of Education. This rate includes a maintenance and operations component of \$1.04 and a debt-service component of \$0.1667 cents.

Approval of this tax rate will allow the Harris County Tax Assessor-Collector to begin preparation of the 2018 tax bills. Revenue collected from taxes will be distributed to the General Fund and the Debt Service Fund.

The Resolution and Ordinance Adopting the Tax Rate for 2018 is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals by providing funding for all instructional and support functions.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves property taxes being increased by the adoption of a tax rate of \$1.2067 per \$100 of taxable value, and approves the resolution and ordinance adopting the tax rate and levying ad valorem taxes for the year 2018 as reflected in the resolution, effective October 12, 2018.

## **Executive Summary**

### **Purpose:**

§26.05 of the Texas Property Tax Code requires the governing body of a school district to adopt a tax rate for the current year before the later of September 30<sup>th</sup> or the 60<sup>th</sup> day after the date the certified appraisal roll is received by the taxing unit and to notify the assessor for the unit of the rate adopted. This vote must be separate from the vote adopting the budget.

Houston Independent School District (HISD), is required by law to use the Harris County Appraisal District (HCAD) for appraisal of property within the District boundaries. While most appraisal districts certify the appraisal roll by July 25<sup>th</sup>, HCAD's Board of Directors passed a resolution allowing for certification of the appraisal roll to the taxing units at a later date due to the number of properties and jurisdictions within Harris County. HCAD certified the appraisal roll to the taxing units on August 21, 2018, which started the 60-day time-frame for HISD to adopt a tax rate. Personnel with the county's Tax Assessor-Collector Ann Bennett, Harris County Tax Office (HCTO), advised that a copy of HISD's resolution and ordinance reflecting the adoption of the HISD 2018 tax rate must be secured on or before Friday, October 19<sup>th</sup>.

### **Prerequisites:**

In June 2018 HISD published the Notice of Meeting to Discuss Budget and Tax Rate in the *Houston Chronicle*, as required by §44.004 of the Texas Education Code, proposing a total tax rate of \$1.2067. The Adopted Budget for 2018–2019 was based on this tax rate and the public hearing was held on June 14, 2018.

### **Board Meeting Requirements:**

A member of the board must make a motion to adopt the tax rate for tax year 2018. A copy of the proposed motion language is being provided.

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of the Board of Education  
Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY BBE(LOCAL), BOARD MEMBERS: AUTHORITY—SECOND READING**

This revised item is presented for second reading. On first reading, although all amended text was shown, some of the proposed changes inadvertently were not tracked or highlighted in the board policy. This has been corrected. The updated text explaining the rationale for the changes is shaded light gray in this agenda item. The revised language in the board policy is highlighted with a darker shade of gray.

Based on the new requirements from Senate Bill 1566 regarding board member visits to district properties and board member requests for district records described in BBE(LEGAL), the following revisions are recommended to board policy BBE(LOCAL):

**On page 1 of the attached policy**

- At **Individual Authority for Committing the Board**, remove text on requesting information since this is now addressed at **Individual Access to Information**.
- Update text regarding individual members committing the board in compliance with BDAA, DUTIES AND REQUIREMENTS OF BOARD OFFICERS.
- At **Individual Access to Information**, the policy clarifies the existing practice and addresses an individual board member's access to information beyond student records.
- At **Limitations**, add specification that a board member not acting in his or her official capacity has no greater access to district records than a member of the public. However, a board member denied access to a record may ask the board to determine whether the record should be provided or may file a request under the Public Information Act. Access to confidential student records remains limited to situations where the board member is acting in his or her official capacity and has a legitimate educational interest in the records.

**On page 2 of the attached policy**

- At Requests for Records, add explanatory guidance on a board member's request for records, since these requests differ from requests for reports.
- Include a provision explaining that the district shall respond to a board member's requests for records within the time frames required by law. A district must respond to a board member's request for records within 20 business days, subject to some exceptions for unduly burdensome requests.
- Add the district's legal obligations to track and report requests from board members, including the cost of responding to one or more requests by any individual board member for 200 or more pages of material in a 90-day period.

- Revise text at **Referring Complaints** to address complaints from employees, parents, and students and to provide appropriate cross-references to the district's complaint policies.

**On page 3 of the attached policy**

- Add a new section at **Visits to District Facilities** to require a board member to follow any posted requirements for visitors, and limit visits that interfere with the delivery of instruction or district operations.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S):               None

STAFFING IMPLICATIONS:               None

ORGANIZATIONAL GOALS/IMPACT:   This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy BBE(LOCAL), *Board Members: Authority*, on second reading, effective October 12, 2018.

BOARD MEMBERS  
AUTHORITY

BBE  
(LOCAL)

**Board Authority**

The Board has final authority to determine and interpret the policies that govern the schools and, subject to the mandates and limits imposed by state and federal authorities, has complete and full control of the District. ~~Official~~ Board action shall be taken only in meetings that comply with the Open Meetings Act. [See BE(LEGAL)]

**Transacting  
Business**

When a proposal is presented to the Board, ~~the Board shall hold a discussion shall be held~~ and reach a decision ~~reached~~. Although there may be dissenting votes, which are a matter of public record, each Board decision shall be an action by the whole Board binding upon each member.

**Individual Authority  
for Committing the  
Board**

Board members as individuals shall not exercise authority over the District, its property, or its employees; ~~however, individual Board members shall have the right to seek information from District records and employees in accordance with this policy. Except for appropriate duties and functions of the Board President, An~~ individual member may act on behalf of the Board only with the ~~official~~ express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue. [See ~~BDAA~~]

**Individual Access to  
Information**

~~An Individual Board members, acting in his or her their~~ official capacity, ~~shall have access to records the right to seek information~~ pertaining to District fiscal affairs, business transactions, governance, and personnel ~~matters~~, including information that properly may be withheld from members of the ~~general~~ public in accordance with the Public Information Chapter of the Government Code. [See GBA]

Limitations

~~If a Board member is not acting in his or her official capacity, the Board member has no greater right to District records than a member of the public.~~

~~Individual members~~ An individual Board member shall not have access to confidential ~~personally identifiable~~ student records ~~that properly may be withheld from members of the general public only on a need to know basis and unless the member is acting in his or her official capacity and has a legitimate educational interest in the records in accordance with policies~~ FL(LEGAL) and (LOCAL).

Confidentiality

~~At the time A~~ Board members ~~are provided who is denied access to confidential a~~ records under this provision may ask the Board to determine whether the record should be provided or may file a request under the Public Information Act. [See GBAA], ~~the Superintendent or other District employee shall advise them of their responsibility to maintain the confidentiality requirements.~~

BOARD MEMBERS  
AUTHORITY

BBE  
(LOCAL)

Requests for  
Records

~~An individual Board member shall seek access to records or request copies of records from the Superintendent or other designated custodian of records, who shall respond within the time frames required by law. When a custodian of records other than the Superintendent provides access to records or copies of records to an individual Board member, the provider shall inform the Superintendent of the records provided.~~

~~In accordance with law, the District shall track and report any requests under this provision, including the cost of responding to one or more requests by any individual Board member for 200 or more pages of material in a 90-day period.~~

Requests for  
Reports

~~Individual members shall not~~ No individual Board member shall direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. ~~[See also BE(LOCAL)]~~ Directives to the Superintendent regarding the preparation of reports shall be by:

1. Board action ~~[see also BE(LOCAL)]~~;
2. Request of an individual Board member made in a Board meeting after discussion by the Board as a whole; or
3. Written request of an individual Board member.

Confidentiality

At the time a Board member is provided access to confidential records or to reports compiled from such records, the Superintendent or other District employee shall advise the Board member of the responsibility to comply with confidentiality requirements.

Referring  
Complaints

~~If citizens-employees, parents, students, or other members of the public~~ bring concerns or complaints to an individual Board member, he or she shall refer them to the Superintendent ~~or another appropriate administrator~~, who shall proceed according to the ~~appropriate~~ applicable complaint policy. [See (LOCAL) policies at DGBA, FNG, and GF]

~~Where~~When the concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, ~~the Board member it may also request that the issue be appropriately considered for placement placed~~ on the agenda.

Complaint Against a  
Board Member

A person affected by any activity of a Board member may ~~register~~ file a complaint with the ~~Board President of the Board~~, or in the case of a complaint involving the ~~Board~~ President, with the ~~Board~~ First Vice- ~~President of the Board~~.

BOARD MEMBERS  
AUTHORITY

BBE  
(LOCAL)

The Board President or Board First Vice President shall act to resolve the complaint and may utilize the services of an experienced, trained mediator.

The person individual who initiated the complaint shall be advised of the resolution of his or her complaint.

**Visits to District  
Facilities**

A Board member shall adhere to any posted requirements for visitors to first report to the main office of a District facility, including a school campus. Visits during the school or business day shall not be permitted if their duration or frequency interferes with the delivery of instruction or District operations. [See also GKC]

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
<b>BBE</b>	<b>Board Members</b>	<b>Authority</b>
<b>INITIATED BY:</b> TASB		
<b>TYPE OF REVISION:</b> Update		
<b>APPLICABILITY:</b> This policy update applies to all board members.		
<p><b>BACKGROUND:</b></p> <p>TASB recommended changes are based on the following rationale:</p> <p>Based on Senate Bill 1566, new text is recommended for this policy to:</p> <ul style="list-style-type: none"> <li>• Explain that the district shall respond to a board member's requests for records within the time frames required by law, as described at BBE(LEGAL); and</li> <li>• Satisfy the new requirement for a policy regarding board member visits to a district campus or other facility. The recommended language requires a board member to follow any posted requirements for visitors and limits visits that interfere with the delivery of instruction or district operations.</li> </ul> <p>Additional revisions are based on House Bill 628 addressing board member access to information.</p> <ul style="list-style-type: none"> <li>• Clarify existing practice and broaden the scope of the current provisions addressing LIMITATIONS on an individual board member's access to information beyond student records.</li> <li>• New provisions apply to any type of information and specify that if a board member is not acting in his or her official capacity, the board member has no greater access to district records than a member of the public. However, a board member who is denied access to a record may ask the board to determine whether the record should be provided or may file a request under the Public Information Act.</li> <li>• Access to confidential student records remains limited to situations where the board member is acting in his or her official capacity and has a legitimate educational interest in the records.</li> <li>• At REQUESTS FOR RECORDS, we recommend adding a reminder of the district's legal obligations to track and report requests from board members, including the cost of responding to one or more requests by any individual board member for 200 or more pages of material in a 90-day period.</li> <li>• At INDIVIDUAL AUTHORITY FOR COMMITTING THE BOARD, we have removed text on requesting information since that was affected by HB 628 and is addressed at INDIVIDUAL ACCESS TO INFORMATION.</li> <li>• To provide guidance on a board member's REQUEST FOR RECORDS, we recommend inclusion of that new text since these requests differ from requests from reports.</li> <li>• The text at REFERRING COMPLAINTS has been revised to address complaints from employees, parents, and students and to provide appropriate cross-references to the district's complaint policies.</li> </ul>		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b>		None
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> No administrative procedures are required.		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Legal Services  
Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY BBB(LEGAL), BOARD MEMBERS: ELECTIONS—SECOND READING**

Board Policy BBB(LEGAL), which addresses general election procedures, is a customized legal policy specially drafted by and for the Houston Independent School District (HISD) and is based largely on Article 2774b—Texas Revised Civil Statutes. Because it is a customized legal policy, unlike other legal board policies that are maintained by the Texas Association of School Boards, maintenance responsibility for HISD's version of BBB(LEGAL) rests locally.

BBB(LEGAL) has been updated to reflect the election options available to the district based on law, including Article 2774b, *Vernon's Annotated Texas Statutes*, as applicable to the district, and the district's current election practices, now reflected at BBB(LOCAL). Section I about general elections will remain in BBB(LEGAL) with some modifications. Section II has been moved to BBBA(LEGAL), *Conducting Elections*, and Section III has been moved to BBBB(LEGAL), *Post-Election Procedures*. Recommended changes include:

- Remove the introductory page since the policy has been restructured thus reducing the policy to three pages and eliminating the need for the introductory page.
- Provide more uniform election dates and update **Joint Elections** in accordance with Election Code Chapter 271.
- Update the **Method of Election** for single-member districts.
- Add a statement at *Redistricting* in keeping with the district's statutory authorization.
- Add a single line provision that the **Method of Voting** shall be by majority vote.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy BBB(LEGAL), *Board Members: Elections*, on second reading, effective October 12, 2018.

BOARD MEMBERS  
ELECTIONS

BBB  
(LEGAL)

~~This introductory page outlines the contents of the elections policy.  
See the following sections for statutory provisions on:~~

**SECTION I**

Elections Generally

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**Note:** In addition to the Education Code, the Election Code,  
and other applicable laws, the district remains subject to  
Art. 2774b, V.A.T.S.

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1. Membership and terms
2. Election dates
3. Joint elections
4. Methods of election
5. Boundary change notice
6. Preclearance
7. Voting rights hotline

**SECTION II**

Conducting an Election

1. Election order and notices
2. Filing information
3. Election of unopposed candidate
4. Ballot
5. Election judges and clerks
6. Polling places
7. Bilingual materials
8. Voting systems
9. Early voting
10. Conducting elections

**SECTION III**

Post Election Procedures

1. Determination of results
2. Canvass returns
3. Certificate of election
4. Officer's statement
5. Oath of office

BOARD MEMBERS  
ELECTIONS

BBB  
(LEGAL)

**SECTION I: ELECTIONS GENERALLY**

**Membership**

The district shall be governed by a board of nine trustees. Article 2774b, V.A.T.S.

**Terms**

The Board consists of nine Trustees elected from single member districts in accordance with Texas law, serving terms of The term of office of trustees shall be four years. with elections held biennially. The terms of one half of the Trustees, or as near to one half as possible, expire every other year. Education Code 11.051(b), 11.059; Article 2774b, Texas Revised Civil Statutes Article 2774b, V.A. T.S.

Board policy shall state the schedule on which specific terms expire. -Education Code 11.059 -[See BBB(LOCAL)]

**GENERAL  
ELECTION DATE**

Each general or special election of Trustees of the Districtboard members shall be on the one of the following dates:

**Uniform Election  
Dates**

1. The first Saturday in May.
2. The first Tuesday after the first Monday in November of odd-numbered years. .

Election Code 41.001(a)

**Joint Elections**  
Required

A District Trustee district trustee election shall be held on the same date as:

1. The election for the members of the governing body of a municipality located in the District; or district;
2. The general election for state and county officers, which is held on the first Tuesday after the first Monday in November in even-numbered years under Election Code 41.002; or
3. Elections held on the same date as the The election for the members of the governing bodyboard of a municipality located in public junior college district in which the Districtschool district is wholly or partly located.

Elections held on the same date as the general election for state and county officers provided above shall be held as a joint election under Election Code Chapter 271.

The, and the voters of a joint election under this section shall be served by common polling places consistent with Election Code 271.003(b).

The Board shall adjust the terms of office of its members to conform to the new election date if the election date is changed to comply with Education Code 11.0581.

BOARD MEMBERS  
ELECTIONS

BBB  
(LEGAL)

Education Code 11.0581(a)-(c)

**ADMINISTRATOR**

The District may seek to create the position of joint elections administrator under Election Code Chapter 31, Subchapter F. ~~Election Code 31.152~~

A board may enter into an agreement with another political subdivision holding an election on the same day in all or part of the same county to hold the elections jointly. The terms of a joint election agreement must be stated in an order, resolution, or other official action adopted by the board. Election Code 271.002

**Method of Election  
of Trustees**

All candidates for trustee shall be voted upon and elected from separately numbered single-member trustee districts. ~~Education Code 11.052(a); Article 2774b, Texas Revised Civil Statutes~~

Single-Member  
Districts

**RESIDENCY**

~~Residents of each Board district are entitled to elect one member to, and all candidates shall be designated on the Board. A candidate for Board member representing a single member district must have been a resident of the District for a year and a resident of official ballots according to the number of the Board trustee districts that they seek to represent. The board shall divide the district the candidate seeks to represent for six months. A person appointed to fill a vacancy in a single member into nine compact trustee districts. Each trustee district must meet shall contain as nearly as possible the same residency requirements as a candidate for the single member district. A Board member vacates the office if he or she fails to establish residency or if he or she ceases to reside in the district the Board member represents. [See also BBA, BBC]~~

**REDISTRICTING**

~~Not later than the 90th day before the day of the first regular Board election at which Trustees may officially recognize and act on number of residents as determined by the last preceding federal census, the Board. Article 2774b, V.A.T.S.~~

Residents of each trustee district are entitled to elect one trustee to the board. [For more information on residency, see BBA and BBC] Education Code 11.052(g)

Redistricting

The district's statutory authorization provides that redistricting must occur within six months following the publication of each federal census. The board shall redivide the District district into the appropriate number of Trustee trustee districts if the census data indicates that the population of the most populous district exceeds the population of the least populous district by more than ten percent. Redivision of the District shall be based on the number of members that are to be elected from single member Trustee districts, and each Trustee district shall be numbered. The Trustee districts shall be compact and contiguous and shall be as nearly as practicable

BOARD MEMBERS  
ELECTIONS

BBB  
(LEGAL)

~~of equal population according to the last preceding federal census. Redivision of the district shall be in the manner provided under Education Code 11.052(f). Education Code 11.052(i)~~

~~Education Code 11.052~~

Except as provided by the following paragraph ~~of this policy~~, a change in ~~District~~~~district~~ boundaries occurring as a result of redistricting does not affect the term of office of ~~Trustees~~~~trustees~~ serving on the date of the election for which the change is effective, and each ~~Trustee~~~~trustee~~ is entitled to serve for the remainder of the four-year term to which he or she was elected.

If a change in ~~District~~~~district~~ boundaries occurring as a result of redistricting places the residence of a ~~Board~~~~board~~ member whose office is not next up for election outside of the numbered district for which he or she was elected and the ~~Board~~~~board~~ member fails to move his or her residence within the new boundaries of that numbered district before the 45th day preceding the date of the first election for which the boundary changes are effective, the office shall be declared vacant and shall be filled at that election.

~~Art. 2774b, Texas Revised Civil Statutes~~ V.A.T.S.

**Boundary Change  
Notice**

A district that changes its boundaries or the boundaries of districts used to elect members to the board shall not later than the 30th day after the date the change is adopted:

1. Notify the voter registrar of the county in which the area subject to the boundary change is located of the adopted boundary change; and
2. Provide the voter registrar with a map of an adopted boundary change in a format that is compatible with the mapping format used by the registrar's office.

~~Election Code 42.0615~~

**~~VOTING RIGHTS  
ACT~~**

~~The Board, being subject to the Voting Rights Act of 1965, shall submit any changes that affect elections to the U.S. Justice Department for preclearance and shall implement such changes unless the justice department interposes an objection within 60 days after the date of submission. 42 U.S.C. 1973c; 28 CFR 51.6; Garza v. Gates, 482 F. Supp. 1211 (D.C. Tex. 1980)~~

**~~NOTICE OF VOTING  
RIGHTS HOTLINE~~**

~~A notice of voter's rights, in the form prescribed by the secretary of state and including information required by the secretary of state, shall be publicized as provided by the secretary of state. The notice shall, in part, inform voters of the telephone number and pur-~~

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(LEGAL)

~~pose of the secretary of state's toll-free hotline for reporting exist-  
ing or potential abuse of voting rights. *Election Code 31.0055,  
62.0115*~~

**SECTION II: CONDUCTING ELECTIONS**

**Election order**

**Method of Voting**

~~The election of trustees shall be by majority vote. *Article 2774b,  
V.A.T.S.* A call for an election shall be made not later than the 62nd  
day before election day, except that for an election to be held on  
the date of the general election for state and county officers, the  
election shall be called not later than the 70th day before the elec-  
tion day. The Board shall order the election. *Election Code 3.004-  
.005*~~

~~Each election order must state the date of the election, the offices  
or measures to be voted on, the location of each early voting poll-  
ing place, the dates and hours for early voting, the dates and hours  
of any Saturday and Sunday early voting, and the early voting  
clerk's official mailing address. The Board shall retain the election  
order for at least 22 months after election day. *Election Code  
3.006, 3.008, 66.058(a), 83.010, 85.004, 85.007*~~

**Failure to order an  
election**

~~Failure to order a general election does not affect the validity of the  
election. *Election Code 3.007*~~

**Election notice**

~~Notice of the election shall be published at least once, not earlier  
than the 30th day or later than the tenth day before election day, in  
a newspaper published within the District's boundaries or in a  
newspaper of general circulation in the District if none is published  
within the District's boundaries. *Election Code 4.003(a)(1)*~~

~~The notice shall state the nature and date of the election, the loca-  
tion of each polling place, the hours the polls will be open, the loca-  
tion of each early voting polling place, the dates and hours for early  
voting, the dates and hours of any Saturday and Sunday early vot-  
ing, and the early voting clerk's official mailing address. The notice  
of a special election must also state each office to be filled or the  
proposition stating each measure to be voted on, unless the notice  
regards an election on a proposed constitutional amendment. The  
Board shall retain a copy of the published notice that contains the  
name of the newspaper and the date of publication and shall pre-  
serve that copy for at least 22 months after election day. *Election  
Code 4.004, 4.005, 66.058(a), 83.010, 85.004, 85.007*~~

**POSTING**

~~In addition to the notice described above, the District shall, not later  
than the 21st day before election day, post a copy of the notice on  
the bulletin board used for posting notices of the meetings of the  
Board. The notice must include the location of each polling place.  
The person posting the notice shall make a record at the time of~~

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~~posting stating the date and place of posting. The person shall sign the record and deliver it to the Board after the last posting is made. Election Code 4.003(b), 4.005~~

~~notice to county clerk~~

~~The Board shall also deliver notice of the election to the county clerk of each county in which the District is located not later than the 60th day before election day. Election Code 4.008~~

~~Notice to  
ELECTION JUDGE~~

~~Not later than the 15th day before election day or the seventh day after the date the election is ordered, whichever is later, the Board shall deliver to the presiding judge of each election precinct in which the election is to be held in the District a written notice of:~~

- ~~1. The nature and date of the election;~~
- ~~2. The location of the polling place for the precinct served by the judge;~~
- ~~3. The hours that the polls will be open;~~
- ~~4. The judge's duty to hold the election in the precinct specified by the notice; and~~
- ~~5. The maximum number of clerks that the judge may appoint for the election.~~

~~Election Code 4.007~~

~~Failure to give  
notice of election~~

~~Failure to give notice of a general election does not affect the validity of the election. Election Code 4.006~~

**FILING  
INFORMATION**

~~Notice to  
candidates~~

~~Not later than the 30th day before the first day on which a candidate may file an application for a place on the ballot, the District shall post notice of the date of the filing period in a public place in a building where applications are filed. Election Code 141.040~~

~~general election~~

~~An application may not be filed earlier than the 30th day before the date of the filing deadline.~~

~~An application of a candidate for a place on the ballot must be filed not later than 5:00 p.m. of the 62nd day before election day, except for an election to be held on the general election date for state and county officers, when the day of the filing deadline is the 70th day before election day.~~

~~Education Code 11.055(a), (c); Election Code 144.005~~

~~Special election~~

~~An application for a place on a special election ballot may not be filed before the election is ordered.~~

~~A candidate's application for a place on a special election ballot must be filed not later than:~~

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1. ~~5:00 p.m. of the 62nd day before election day if election day is on or after the 70th day after the election is ordered;~~
2. ~~5:00 p.m. of the 31st day before election day, if election day is on or after the 36th day and before the 70th day after the date the election is ordered; or~~
3. ~~5:00 p.m. of a day fixed by the authority ordering the election, which day must be not earlier than the fifth day after the date the election is ordered and not later than the 20th day before election day, if election day is before the 36th day after the date the election is ordered.~~

*Exception*

~~For a special election to be held on the date of the general election for state and county officers, the day of the filing deadline is the 67th day before election day.~~

*Election Code 201.054(a), (d), (f)*

**FILING FEE**

~~Except as provided below, the notice of candidacy must be accompanied by a filing fee of \$300, payable in cash or cashier's check, certified check, or money order made payable to the District.~~

**EXCEPTION**

~~Instead of the fee, a candidate may submit a petition signed by a number of registered voters equal to at least one-half of one percent of the total number of votes cast in the single member district to which the candidate is seeking election in the most recent gubernatorial election.~~

*Art. 2774b, Texas Revised Civil Statutes; Education Code 11.055*

**Write-in candidacy**

~~A declaration of write-in candidacy must be filed no later than 5:00 p.m. of the fifth day after the date an application for a place on the ballot is required to be filed, except for an election to be held on the general election date for state and county officers, when the day of the filing deadline is the 67th day before election day. *Education Code 11.056(b), (e)*~~

**Application**

~~The application shall include all statutorily required information, including that found at Election Code 141.031 and 141.039, such as an oath and a statement that the candidate is aware of the nepotism law. [See BBBB] *Election Code 31.0021, 141.031, 141.039*~~

**ELECTION OF  
UNOPPOSED  
CANDIDATE**

~~The Board may declare each unopposed candidate elected to the office if:~~

1. ~~The candidate for an office that is to appear on the ballot in that Trustee district is unopposed, and~~
2. ~~No proposition is to appear on the ballot.~~

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~~For purposes of determining whether all offices on a ballot are unopposed, a special election of the District is considered to be a separate election with a separate ballot from:~~

- ~~1. A general election for Trustees held at the same time as the special election; or~~
- ~~2. Another special election of the District held at the same time as the special election.~~

~~Election Code 2.051~~

~~Procedures for  
canceling election~~

~~The Board may declare each unopposed candidate elected to the office upon receipt of certification from the authority responsible for having the official ballot prepared. The certification must state that if the election were held, only the votes cast for that candidate in the election for that office may be counted. If the Board makes such a declaration, the election is not held. A copy of the order or ordinance must be posted on election day at each polling place that would have been used in the election. Election Code 2.052, 2.053(a), (b)~~

~~If a Trustee election has been canceled but a separate election is to be held by the District on election day, the ballots used at the separate election shall include the offices and names of the candidates declared elected. The offices and names of unopposed candidates shall be listed separately, after the measures or contested races in the separate election, under the heading "Unopposed Candidates Declared Elected." The candidates shall be grouped in the same relative order prescribed for the ballot generally. No votes are cast in connection with the unopposed candidates.~~

~~Election Code 2.053(a), (c)~~

**BALLOT**

~~The ballot shall be printed in the form required by law. Election Code 52.061-.064, 52.069, 52.093-.094; Education Code 11.058(g)~~

~~Ballot Position~~

~~Except as otherwise provided by law, for an election at which the names of more than one candidate for the same office are to appear on the ballot in an independent column or are to appear on a general or special election ballot that does not contain a party nominee, the order of the candidates' names shall be determined by a drawing consistent with the requirements of Election Code 52.094. Election Code 52.094~~

**ELECTION JUDGES  
AND CLERKS**

~~The Board shall appoint election judges, and set the maximum number of election clerks. The judges and clerks shall be selected and serve in accordance with Election Code Chapter 32. Election Code Chapter 32~~

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~~The Board shall designate polling places. Each polling place shall be accessible to and usable by the elderly and physically handicapped. Election Code 43.004, 43.034~~

~~If the District holds an election on the November uniform election date, the District shall follow procedures from the secretary of state and designate as the polling places for the election the regular county polling places in the county election precincts that contain territory from the District. Election Code 42.002(a)(5), 42.0621, 43.004(b)~~

**POSTING SIGNS  
PROHIBITED**

~~A person other than an election officer commits an offense if the person posts a sign, card, poster, or similar material at a polling place, including the area within 100 feet of an outside door through which a voter may enter the building in which the polling place is located. Election Code 62.013(b)~~

**USE OF CERTAIN  
DEVICES  
PROHIBITED**

~~A person may not use a wireless communication device or any mechanical or electronic means of recording images or sound within 100 feet of a voting station.~~

**EXCEPTION**

~~The prohibition does not apply to:~~

- ~~1. An election officer in conducting the officer's official duties; or~~
- ~~2. The use of election equipment necessary for the conduct of the election.~~
- ~~3. A person who is employed at the location in which a polling place is located, while the person is acting in the course of the person's employment.~~

~~Election Code 61.013~~

**BILINGUAL  
MATERIALS**

~~The District shall provide bilingual election materials, as specified by law, when the director of the federal census determines that:~~

- ~~1. More than five percent of the citizens of voting age of the District are members of a single language minority and are limited English proficient, or more than 10,000 of the citizens of voting age of the District are members of a single language minority and are limited English proficient; and~~
- ~~2. The illiteracy rate of the citizens in the language minority as a group is higher than the national illiteracy rate, illiteracy defined as the failure to complete the fifth primary grade.~~

~~The term "limited English proficient" means unable to speak or understand English adequately enough to participate in the electoral process.~~

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~~The term "language minorities" or "language minority group" means people who are American Indian, Asian American, Alaskan natives, or of Spanish heritage.~~

~~42 U.S.C. 1973aa-1a~~

~~Except as provided by Election Code 272.003, bilingual election materials shall be used in each election precinct situated wholly or partly in a county in which five percent or more of the inhabitants are persons of Spanish origin or descent according to the most recent federal decennial census that may be officially recognized or acted upon by the state or political subdivisions.~~

~~An election precinct may be exempt from the bilingual requirement if official census information or other information indicates that persons of Spanish origin or descent comprise less than five percent of the precinct's inhabitants.~~

~~Election Code 272.002, 272.003~~

**VOTING SYSTEMS**

~~A voting system shall be selected and utilized in accordance with Election Code Title 8. Election Code Title 8~~

**VOTING  
MACHINES AND  
PUNCH-CARD  
BALLOTS  
VOTERS WITH  
DISABILITIES**

~~A voting system may not be used in an election if the system uses mechanical voting machines or a punch-card ballot or similar form of tabulating card. Election Code 122.001(d)~~

~~Accessible voting  
stations~~

~~Each polling place in an election of the District must provide at least one voting station that complies with Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Section 794) and its subsequent amendments, Title II of the federal Americans with Disabilities Act (42 U.S.C. Section 12131 et seq.) and its subsequent amendments, and the requirements for accessibility under 42 U.S.C. Section 15481(a)(3) and its subsequent amendments, and that provides a practical and effective means for voters with physical disabilities to cast a secret ballot. Election Code 61.012(a)~~

**Multiple voting  
systems permitted**

~~The District may use more than one type of voting system in a single polling place in order to provide a person with physical disabilities with a method of casting a secret ballot. 1 TAC 81.55 [See GA]~~

**VOTING SYSTEM  
MALFUNCTION**

~~If no private vendor supports the District's voting system, the District must give notice to the secretary of state within 24 hours of a malfunction of the District's voting system software or equipment in an election. The notice may be verbal or in writing. 1 TAC 81.64~~

**EARLY VOTING**

~~The Board shall provide for early voting in Board elections by personal appearance at an early voting polling place and by mail in accordance with Election Code Title 7. Election Code 81.001~~

BOARD MEMBERS  
ELECTIONS

BBB  
(LEGAL)

**CONDUCTING  
ELECTIONS**

Elections shall be conducted in accordance with Election Code Title 6. *Election Code Title 6*

**SECTION III: POST-ELECTION PROCEDURES**

**Determination of  
results**

To be elected to a public office, a candidate must receive a plurality of votes, more votes than any other candidate, except as otherwise provided by law. *Election Code 2.001*

**MAJORITY VOTE**

The election of Trustees shall be by majority vote. *Article 2774b, Texas Revised Civil Statutes*

**RUNOFF  
ELECTION**

If no candidate for a particular office receives the vote necessary to be elected in an election requiring a majority vote, a runoff election for that office is required. *Election Code 2.021 et seq.*

**WRITE-IN VOTING**

A write-in vote may not be counted for a person who has not filed a declaration of write-in candidacy with the Secretary of the Board in the manner provided for write-in candidates in a general election for state and county officers. To the extent practicable and in accordance with rules adopted by the secretary of state, Election Code Chapter 146, Subchapter B, shall govern write-in voting in Trustee elections. *Education Code 11.056*

**TIE VOTES**

In accordance with Election Code 2.002, if two or more candidates for the same office tie for the number of votes required to be elected, a second election to fill the office shall be held, unless the candidates agree to cast lots, one candidate withdraws, or an automatic recount resolves the tie. *Election Code 2.002*

**CANVASS RETURNS**

Except as provided below, the Board shall canvass the returns at the time set by the presiding officer not earlier than the eighth day or later than the 11th day after election day.

For an election held on the uniform election date in May, the local canvass must occur not later than the 11th day after election day and not earlier than the later of:

1. The third day after election day;
2. The date on which the early voting ballot board has verified and counted all provisional ballots, if a provisional ballot has been cast in the election; or
3. The date on which all timely received ballots cast from addresses outside of the United States are counted, if a ballot to be voted by mail in the election was provided to a person outside of the United States.

Two members of the Board constitute a quorum for purposes of canvassing an election.

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ELECTIONS

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**CERTIFICATE OF  
ELECTION**

*Election Code 67.003, 67.004(a)*

After the completion of a canvass, the presiding officer shall prepare a certificate of election for each candidate who is elected to an office for which the official result is determined by that authority's canvass. A certificate of election must contain:

1. The candidate's name;
2. The office to which the candidate is elected;
3. A statement of election to an unexpired term, if applicable;
4. The date of the election;
5. The signature of the officer preparing the certificate; and
6. Any seal used by the officer preparing the certificate to authenticate documents that the officer executes or certifies.

The authority preparing a certificate of election shall promptly deliver it to the person for whom it is prepared, subject to the submission of a recount petition.

A recount petition shall delay the issuance of a certificate of election and qualification for the office involved in the recount pending completion of the recount. A candidate may not qualify for an office involved in a recount before completion of the recount. A candidate who has received a certificate of election and qualified for an office before the submission of a recount petition shall not be affected by the recount petition.

A certificate of election may not be issued to a person who has been declared ineligible to be elected to the office.

The presiding officer of the canvass shall also prepare a report of the precinct results as contained in the election register and shall deliver the report to the secretary of state as required by law.

*Election Code 67.016, 67.017, 212.0331*

**CERTIFICATE OF  
ELECTION FOR  
UNOPPOSED  
CANDIDATE**

A certificate of election shall be issued to each unopposed candidate in the same manner and at the same time as provided for a candidate elected at the election. The candidate must qualify for the office in the same manner as provided for a candidate elected at the election. *Election Code 2.053(c)*

**OFFICER'S  
STATEMENT**

Newly elected and appointed Trustees, before taking the oath or affirmation of office and entering upon the duties of office, shall sign the required officer's statement. The statement shall be retained with the official records of the office. *Tex. Const. Art. XVI, Sec. 1(b)* [See BBB(EXHIBIT)]

BOARD MEMBERS  
ELECTIONS

BBB  
(LEGAL)

**OATH OF OFFICE**

After the officer's statement has been signed and certificates of election have been issued, but before entering upon the duties of the office, the Trustee shall take the oath or affirmation of office and shall file it with the President of the Board. *Tex. Const. Art. XVI, Sec. 1(a); Education Code 11.061* [See BBB(EXHIBIT)]

The oath may be administered and a certificate of the fact given by the individuals listed at Government Code 602.002, including:

1. A judge, retired judge, or clerk of a municipal court.
2. A judge, retired judge, senior judge, clerk, or commissioner of a court of record.
3. A notary public.
4. A justice of the peace or clerk of a justice court.
5. The Texas secretary of state or former Texas secretary of state.
6. The speaker of the house of representatives or a former speaker of the house of representatives.
7. The lieutenant governor of Texas or a former lieutenant governor of Texas.
8. The governor of Texas or a former governor of Texas.
9. A legislator or retired legislator.
10. The attorney general or a former attorney general.

Gov't Code 602.002, 602.006 V.A.T.S.

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
<b>BBB(LEGAL)</b>	<b>Board Members</b>	<b>Elections</b>
<b>INITIATED BY:</b> TASB		
<b>TYPE OF REVISION:</b> Update		
<b>APPLICABILITY:</b> This policy update applies to all board members.		
<p><b>BACKGROUND:</b> TASB's Update 110 includes a significant restructuring of the election policies to break up the lengthy content into multiple policies, reorganize the provisions for better flow, and better match statutory text. The legal policy on elections has been divided into several codes for ease of use, and the district's choices about election processes and current election practices are now located in BBB(LOCAL) rather than in the LEGAL policies, which is consistent with the structure of the other policies in the board policy manual.</p>		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> No administrative procedures are required.		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Legal Services  
Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY BBB(LOCAL), BOARD MEMBERS: ELECTIONS—SECOND READING**

This agenda item requests board approval to update Board Policy BBB(LOCAL) regarding election of board members. The policy has been revised to reflect the Houston Independent School District current election practices and decisions as allowed by law, including the:

- Number of board members;
- Method of elections;
- General election date for the district;
- Length of board member terms and election schedule by single-member districts;
- Method of voting; and
- Voter residency requirement.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S): None.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy BBB(LOCAL), *Board Members: Elections*, on second reading, effective October 12, 2018.

BOARD MEMBERS  
ELECTIONS

BBB  
(LOCAL)

**Membership**

The Board shall consist of nine members.

**MethodSchedule of  
Elections**

In compliance with the Education Code 11.059 requirement that Board policy state the District's schedule of elections, the following schedule is established.

Board members shall be elected by single-member districts.

**Election Date**

General election of Board members shall be on the November uniform election date.

**Terms and Election  
Schedule**

Board members shall beare elected for to serve terms of four-year terms, with elections conducted biennially, as follows years each, which expire:

Districts II, III, IV,  
and VIII

Districts II, III, IV, and VIII — 2003, 2007, 2011, 2015, etc.

The election for single-member districts II, III, IV, and VIII shall be held in 2019, 2023, 2027, and in four-year intervals thereafter.

Districts I, V, VI, VII,  
and IX

Districts I, V, VI, VII, and IX — 2001, 2005, 2009, 2013, etc.

The election for single-member districts I, V, VI, VII, and IX shall be held in 2021, 2025, 2029, and in four-year intervals thereafter.

**Method of Voting**

Majority Vote

To be elected, a candidate must receive a majority of the votes cast for the single-member district.

**Voter  
ResidencyResidence  
Requirement**

A personPersons must have residedlive in the single-Board-member district 30 days prior to voting in an election.

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
<b>BBB(LOCAL)</b>	<b>Board Members</b>	<b>Elections</b>
<b>INITIATED BY:</b> TASB		
<b>TYPE OF REVISION:</b> Update		
<b>APPLICABILITY:</b> This policy update applies to all board members.		
<b>BACKGROUND:</b> <b>TASB recommended changes are based on the following rationale:</b> This local policy has been revised based on current Policy Service records and information on the district's website. It includes the district's election decisions as allowed by law, including the number of board members, length of board member terms, and election schedule; the general election date for the district; and the method of election. Your locally developed text at Voter Residency Requirement has been edited for clarity.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> No administrative procedures are required.		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Legal Services  
Rhonda Skillern-Jones, President and District II Trustee

**SUBJECT: PROPOSED DELETION OF BOARD POLICY BBBA(LOCAL),  
CAMPAIGN FUNDS, AND ESTABLISHMENT OF BOARD POLICY  
BBBC(LOCAL), CAMPAIGN FINANCE—SECOND READING**

The Texas Association of School Boards (TASB) Policy Service has restructured the BB series election policies for ease of use and to incorporate changes from the 85th Legislative Session. Board Policy BBB(LEGAL) on the election of board members has been divided into several codes. This agenda item recommends the deletion of one local policy and the establishment of another local policy because of the restructuring.

- Board policy **BBBA(LEGAL)**, formerly titled Campaign Funds, has been retitled Conducting Elections and now includes information on elections from BBB(LEGAL).
- The district's locally developed text on campaign contributions, reporting methods, and contributions from E-Rate vendors has been moved, with minor edits, to a new policy code, **BBBC**, which addresses campaign finance.
- Since the language on campaign contributions, formerly contained in BBBA(LOCAL), has been moved to **BBBC(LOCAL)**, BBBA(LOCAL) is recommended for deletion.

The policy for deletion and the new policy with proposed changes are attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH AND DELETE BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the proposed deletion of board policy BBBA(LOCAL), *Campaign Funds*, and establishment of board policy BBBC(LOCAL), *Campaign Finance*, on second reading, effective October 12, 2018.

ELECTIONS  
REPORTING CAMPAIGN FUNDS

BBBA  
(LOCAL)

Each candidate who has an opponent in a Board member election and each political committee active in such an election shall file with the Secretary of the Board, through the Office of Board Services, sworn statements listing all contributions received and all expenditures made by the candidate and his or her treasurer and assistant treasurer.

These statements shall be submitted for the period specified on the appropriate days as set forth in Chapter 254 of the Election Code. No contribution shall be accepted nor expenditure made until a campaign treasurer has been designated.

Statements filed by the treasurer of a political committee shall list all contributions received and expenditures made by the committee. Each statement shall include the dates and amounts of all contributions and loans received, and the full name and complete address of each person from whom money or any other thing of value in an aggregate amount of more than \$50 was received or borrowed, and the date and amounts of all expenditures, loans made, or debts incurred; the full names and complete addresses of all persons to whom any expenditures or loans of more than \$50 were made or debt of expenditures, loans, and debts were incurred.

Different reporting requirements may apply if the candidate intends not to exceed \$500 in political contributions or political expenditures in the election.

**Reporting Methods**

In accordance with Texas Election Code 254.036, campaign contribution and expenditure reports may be filed by first class U.S. Mail or common or contract carrier, personal delivery, or electronic filing. The District shall provide for the electronic filing of campaign contribution and expenditure reports on its website. The report shall be made available to the public as specified in BBBA(LEGAL).

The District shall develop regulations and procedures for electronic filing of reports, which will be kept on file in the Office of Board Services. If the report is filed electronically, Board Services shall issue an electronic receipt for the report to the person filing the report.

**Contributions from  
E-Rate Vendors**

In the case of campaign funds donated by an E-Rate vendor, refer to governance provided at CAA.

**Effective Date**

This policy shall be effective as of the adoption date, August 11, 2017.

ELECTIONS  
CAMPAIGN FINANCE

BBBC  
(LOCAL)

Each candidate who has an opponent in a Board member election and each political committee active in such an election shall file with the ~~Board Secretary of the Board~~, through the Office of Board Services, sworn statements listing all contributions received and all expenditures made by the candidate and his or her treasurer and assistant treasurer.

These statements shall be submitted for the period specified on the appropriate days as set forth in Chapter 254 of the Election Code. No contribution shall be accepted nor expenditure made until a campaign treasurer has been designated.

Statements filed by the treasurer of a political committee shall list all contributions received and expenditures made by the committee. Each statement shall include the ~~dates~~:

1. Dates and amounts of all contributions and loans received, ~~and the full~~;
2. Full name and complete address of each person from whom money or any other thing of value in an aggregate amount of more than \$50 was received or borrowed, ~~and the date~~;
3. Date and amounts of all expenditures, loans made, or debts incurred; ~~the full and~~
4. Full names and complete addresses of all persons to whom any expenditures or loans of more than \$50 were made or debt of expenditures, loans, and debts were incurred.

Different reporting requirements may apply if the candidate intends not to exceed \$500 in political contributions or political expenditures in the election.

**Reporting Methods**

In accordance with ~~Texas Election Code 254.036~~ state law, campaign contribution and expenditure reports may be filed by first class U.S. Mail or common or contract carrier, personal delivery, or electronic filing. The District shall provide for the electronic filing of campaign contribution and expenditure reports on its website. The report shall be made available to the public as specified in ~~BBB~~ BBBC(LEGAL).

The District shall develop regulations and procedures for electronic filing of reports, which will be kept on file in the Office of Board Services. If the report is filed electronically, Board Services shall issue an electronic receipt for the report to the person filing the report.

**Contributions from  
E-Rate Vendors**

In the case of campaign funds donated by an E-Rate vendor, refer to governance provided at CAA.

ELECTIONS  
CAMPAIGN FINANCE

BBBC  
(LOCAL)

**Effective Date**

This policy shall be effective as of the adoption date, ~~August 11,~~  
~~2017.~~

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
BBBA(LOCAL) BBBC(LOCAL)	Board Members	Elections
<b>INITIATED BY:</b> TASB		
<b>TYPE OF REVISION:</b> Update		
<b>APPLICABILITY:</b> This policy update applies to all board members.		
<b>BACKGROUND:</b> <b>TASB recommended changes are based on the following rationale:</b> We have revised the B section table of contents to: <ul style="list-style-type: none"> <li>• Retitle BBBA to Conducting Elections;</li> <li>• Add a new policy, BBBC, Campaign Finance, the content of which was previously addressed at BBBA.</li> </ul> With the restructuring of the BB series election policies, your locally developed policy addressing campaign contributions, reporting methods, and contributions from E-Rate vendors has been moved, with minor edits, from BBBA to policy code (BBBC) on campaign finance.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> No administrative procedures are required.		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Legal Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICIES FFAA(LOCAL), WELLNESS AND HEALTH SERVICES: PHYSICAL EXAMINATIONS AND FFAD(LOCAL), WELLNESS AND HEALTH SERVICES: COMMUNICABLE DISEASES—SECOND READING**

Board policies FFAA(LOCAL) and FFAD(LOCAL) were reviewed to consider the guidelines regarding students with communicable diseases in light of changes by the Texas Department of State Health Services (TDSHS) and best practices recommendations from the American Academy of Pediatrics. Health and Medical Services met with the district School Health Advisory Committee for feedback and input. After a careful review of the policies, the following revisions are recommended.

**FFAD(LOCAL), Communicable Diseases**

Delete the information on pediculosis, which is no longer listed as an excludable communicable disease by TDSHS. Checking for lice is considered more of a physical exam and the information is better placed in Board Policy FFAA(LOCAL).

**FFAA(LOCAL), Physical Examinations**

- Remove the paragraph regarding tuberculosis testing since the district no longer requires such testing for student admission.
- Under the new margin heading, **Pediculosis (Lice Infestation)**, Exclusion from School, revise the provision to read that no student found to have live head lice shall be sent home during the school day except for aesthetic reasons.
- Add references to relevant documents that provide further guidance and procedures regarding prevention, control, and treatment of pediculosis.
- Update the information at Readmittance to School to allow for greater flexibility in readmitting a student to school after the required treatment.
- Pursuant to Senate Bill 1566, a provision has been added requiring a school nurse or administrator to provide parents with notice that a child enrolled in a district elementary school has lice. The notice must be provided within 48 hours to the parent of a child with lice and within five school days to the parent of a child assigned to the same classroom as the child with lice.

The proposed changes are noted in the attached revised policies.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

ORGANIZATIONAL GOALS/IMPACT:    This agenda item supports all three district

goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policies FFAA(LOCAL), *Wellness and Health Services: Physical Examinations*, and FFAD(LOCAL), *Wellness and Health Services: Communicable Diseases*, on second reading, effective October 12, 2018.

WELLNESS AND HEALTH SERVICES  
COMMUNICABLE DISEASES

FFAD  
(LOCAL)

**PEDICULOSIS**

~~Lice infestation (pediculosis) is caused by lice living directly on the body. A student who has been found to have head lice shall be excluded from school until he or she has undergone the appropriate treatment.~~

**READMITTANCE TO  
SCHOOL**

~~The student shall be readmitted to school after one medicated shampoo or lotion treatment has been administered for removal of head lice. For additional information, see the Chart for Recommendations for the Prevention and Control of Communicable Diseases in a Group Care Setting, Department of State Health Services. [See Texas Health and Safety Code, Title 2, Chapter 30]~~

**CONFIDENTIALITY**

Diseases Other Than  
AIDS or HIV Infection

Only those persons with a direct need to know, such as the principal, school nurse, or other person responsible for the school health program, shall be informed of the condition of the student who has a chronic reportable disease other than AIDS or HIV infection.

AIDS or HIV Infection

The only District employees, other than registered nurses and physicians, who shall have access to medical records that a student has or has not been tested for, or does or does not have AIDS or HIV infection, are professional personnel who meet both of the following criteria:

1. Have received HIV staff development training including universal precaution procedures; and
2. Have a legitimate need to know in order to provide for their own protection or to provide for the student's health and welfare.

However, the parents of a minor student or an adult student may give written authorization specifying other persons or positions to whom such information may be released. District personnel who have such knowledge shall be provided with information concerning any precautions that may be necessary and shall be advised of confidentiality requirements. [See FL]

WELLNESS AND HEALTH SERVICES  
PHYSICAL EXAMINATIONS

FFAA  
(LOCAL)

**Tuberculosis Testing**

~~All students entering District schools for the first time in any grade shall provide evidence of the results of a tuberculosis skin test.~~

**UIL Participation**

A student desiring to participate in the UIL athletic competition shall submit annually a statement from a physician, a physician assistant -licensed by the State Board of Physician Assistant Examiners, a registered nurse recognized as an advanced practice nurse by the Board of Nurse Examiners, or a doctor of chiropractic indicating that the student has been examined and is physically able to participate in the athletic program. Examinations signed by any other health-care practitioner will not be accepted.

**Pediculosis (Lice Infestation)**

Exclusion from School

A student who has been found to have head lice shall not be sent home during the school day except for aesthetic reasons. Students are only sent home for live head lice and not in cases in which there are only nits (eggs). [See the District Health and Medical Services Handbook, recommendations from the American Academy of Pediatrics, and FFAA(REGULATION) for additional guidance and procedures]

Readmittance To School

Each student shall be rechecked on his or her return to school to determine the adequacy of the treatment, barriers to live lice removal, and need for counseling the family on treatment options. If live lice are found following treatment, the school nurse will make further recommendations to the family or legal caretaker.

Notice of Lice

A school nurse or administrator who discovers or becomes aware that a child enrolled in a District elementary school has lice shall provide written or electronic notice to parents within the time frames prescribed in law.

**Additional Screening**

The District may provide additional screening as District and community resources permit.

**Referrals**

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
FFAD	Wellness and Health Services	Communicable Diseases
<b>INITIATED BY:</b>	HISD	
<b>TYPE OF REVISION:</b>	Update	
<b>APPLICABILITY:</b>	This policy update applies to all students.	
<b>BACKGROUND:</b>	<p>HISD recommended changes are based on the following rationale:</p> <p>FFAD(LEGAL) addresses “reporting to the local health authority those students attending school who are suspected of having a notifiable condition, as defined by state law and the Texas Department of State Health Services (TDSHS). FFAD(LOCAL) contains provisions regarding confidentiality of the medical information of students with a reportable disease. The TDSHS no longer lists pediculosis (infestation with lice) as an excludable communicable disease so information on the subject is no longer applicable to this policy. Since checking for lice is now considered an examination, the information on the subject is being deleted from this policy and will now be covered in FFAD(LOCAL), the district’s policy on physical examinations of students.</p>	
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b>	None	
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b>	None	

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
FFAA	Wellness and Health Services	Physical Examinations
<b>INITIATED BY:</b>	TASB and HISD	
<b>TYPE OF REVISION:</b>	Update	
<b>APPLICABILITY:</b> This policy update applies to all students		
<b>BACKGROUND:</b> <b>TASB recommended changes are based on the following rationale:</b> <p>Although the district's specific statutory authority to conduct tuberculosis (TB) screening was repealed in 1987, the Texas Department of State Health Services (DSHS) encourages districts in areas with a high prevalence of TB to use a screening questionnaire to identify students who should receive a skin test prior to school entry. The DSHS does not advise universal TB testing. TASB Legal Services recommends that the district verify that its requirement to show evidence of a recent TB skin test is consistent with local health department guidelines for TB testing.</p> <p>Pursuant to SB 1566, the board must adopt a policy requiring a school nurse to provide parents with notice that a child enrolled in a district elementary school has lice. The notice must be provided within 48 hours to the parent of a child with lice and within five school days to the parent of a child assigned to the same classroom as the child with lice. Recommended text to meet this requirement has been added to this policy.</p> <b>HISD recommended changes are based on the following rationale:</b> <p>HISD no longer tests students with TB so the language on the subject is recommended for deletion. The text regarding pediculosis has been added to this policy since it addresses student examinations. The guidelines regarding student removal from and readmittance to school due to head lice align with guidance from the Centers for Disease Control and the American Academy of Pediatrics providing education and best practices to parents for treatment while protecting student confidentiality.</p>		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> No administrative procedures are required; however, the administration will create a regulation to cover procedures for identifying, controlling, and preventing lice infestation; and notifying the parent of a child with lice and the parents of students in the same classroom as the student with lice.		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Academic Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY FFH(LOCAL), STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION—FIRST READING**

The Houston Independent School District (HISD) has reviewed its policies that address discrimination against students and provide the reporting requirements for Title IX and Americans with Disabilities Act (ADA)/Section 504 complaints. The suggested changes to policy FFH(LOCAL), and the rationale for making them, are listed below.

- Recommended revisions update the district's **Statement of Nondiscrimination** to mirror other district policy nondiscrimination statements and revise the definition of **Discrimination** to add "sex" in accordance with the Title IX Act.
- The reporting information for Title IX and ADA/Section 504 complaints has been updated because of specific personnel changes and as required by the Office of Civil Rights.
- Recommended changes at **Investigation of the Report** explain how the district should proceed with its investigation when a criminal or regulatory investigation is occurring at the same time. The revisions provide that if a law enforcement or regulatory agency notifies the district of an investigation, the district will confer with the criminal or regulatory agency to determine if the district's investigation would impede the agency's investigation. During the agency investigation, the district will continue with its investigation only to the extent that it does not impede the agency investigation. Once the agency has finished gathering its evidence, however, the district is obligated to resume its investigation.
- Prior to completion of the district's investigation, and regardless of whether a criminal or regulatory investigation is pending, the district must take **Interim Action** if appropriate to address prohibited conduct or bullying.
- At **Concluding the Investigation**, text clarifies that a pending agency investigation could constitute an extenuating circumstance that would prevent the district from completing its investigation within 10 business days.
- A recommended change at **Corrective Action** replaces a reference to harassment with prohibited conduct for consistency with the terminology throughout the policy.
- Language at **Appeal** has been amended to clarify that either a student or parent may appeal the outcome of an investigation.
- The provision explaining the district's **Records Retention** obligations for allegations, investigation reports, and other related records regarding prohibited conduct has been moved from FB(LOCAL) and revised to replace the stated retention periods with a reference to law. FFH(LOCAL) is a more appropriate policy for this provision, since FFH(LOCAL) addresses complaints of discrimination,

harassment, and retaliations, interventions, truancy prevention measures, and referrals to truancy court.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy FFH(LOCAL), *Student Welfare: Freedom from Discrimination, Harassment, and Retaliation*, on first reading.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of ~~age~~, race, color, ancestry, national origin, ~~sex~~, gender, handicap or disability, ~~age~~, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression, or ~~on~~ any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of ~~age~~, race, color, ancestry, ~~religion~~, ~~gender~~, national origin, ~~sex~~, ~~gender~~, handicap or disability, ~~age~~, marital status, ~~religion~~, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression, or any other basis prohibited by law that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's ~~age~~, race, color, ancestry, national origin, ~~sex~~, gender, handicap or disability, ~~age~~, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threaten-

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

ing, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DFDH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical con-

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

tact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

PROHIBITED  
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING  
PROCEDURES

STUDENT REPORT

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

DEFINITION OF  
DISTRICT  
OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the Section 504 coordinator, and the Superintendent.

TITLE IX OFFICE  
COORDINATOR

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator office. The District designates the following employee office to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended for students:

Name: Marmion Dambrine

Position: Director, Athletics

Office: Student Support Services

Address: 4400 W. 18th Street, Houston, TX 77092

Telephone: (713) 556-7285/6943

ADA/SECTION  
504 OFFICE  
COORDINATOR

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator office. The District designates the following person office to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: Michael Webb

Position: ADA/Section 504 Coordinator, Child Study Department

Office: Special Education Services

Address: 4040 West Fuqua Street/8128 West 28th Street, Houston, TX 77008/77425

Telephone: (713) 556-8000/296-1000

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination/nondiscrimination laws.

ALTERNATIVE  
REPORTING  
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF  
THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

INITIAL  
ASSESSMENT

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately ~~authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.~~ If not, the District official shall refer the complaint for consideration under FFI except as provided below at CRIMINAL INVESTIGATION.

~~If an investigation is required in accordance with this policy, the District official shall also determine whether~~ determines that the allegations, if proven, would not constitute bullying, prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

INTERIM ACTION

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying during prior to the course completion of an the District's investigation.

DISTRICT  
INVESTIGATION

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

<u>CRIMINAL INVESTIGATION</u>	<u>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</u>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, <u>such as a request by a law enforcement or regulatory agency for the District to delay its investigation</u>, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<u>NOTIFICATION OF OUTCOME</u>	<u>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</u>
DISTRICT ACTION PROHIBITED CONDUCT	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where <u>harassment/prohibited conduct</u> has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

COURT ORDERS

The school shall, to the extent possible, enforce court-ordered protective orders resulting from dating violence and related issues, and, when deemed appropriate, shall implement school-based alternatives to protective orders, which shall include transferring an alleged victim or perpetrator under the safe school choice option or placing the alleged perpetrator in a District alternative educational program. [See FDE]

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

RECORDS RETENTION

~~Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).~~

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

ACCESS TO POLICY  
AND PROCEDURES

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's ~~Web site~~ website, to the extent practicable, and readily available at each campus and the District's administrative offices.

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
FFH	Equal Educational Opportunity	
<b>INITIATED BY:</b>	TASB and HISD	
<b>TYPE OF REVISION:</b>	Update	
<b>APPLICABILITY:</b>	This policy update applies to all students	
<p><b>BACKGROUND:</b></p> <p><b>TASB recommended changes are based on the following rationale:</b></p> <p>Based on recommendations by the U.S. Department of Education, Office for Civil Rights (OCR), we recommend amendments to this local policy addressing discrimination and harassment to clarify that the Title IX coordinator also handles reports of gender-based harassment and to require that the district notify relevant parties of the outcome of an investigation within the parameters allowed in law.</p> <p>Other recommended changes explain how the district should proceed with its investigation when a criminal or regulatory investigation is occurring at the same time. During an investigation by a law enforcement or regulatory agency, the district would continue with its investigation only to the extent that it does not impede the agency investigation. Once the agency has finished gathering its evidence, however, the district is obligated to resume its investigation.</p> <p>Most districts' current local policies at FFH(LOCAL) include the contact information of the district Title IX coordinator and Americans with Disabilities Act (ADA)/Section 504 coordinator for students. To eliminate the need for the board to readopt these policies every time this information changes, we recommend removing this information from the local policy and moving it to a corresponding (EXHIBIT)s at this code. This will maintain the visibility of the information but will allow the superintendent to update the information as necessary.</p> <p><b>HISD recommended changes are based on the following rationale:</b></p> <p>Based on TASB's recommendation above and personnel changes, the coordinator information has been updated and specific information regarding name, title, location, and telephone number will be included in an exhibit to this policy. The information will also be available in the Code of Student Conduct and on the district website.</p>		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b>		None
<p><b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item does require consultation. The administration will create an exhibit with more detailed contact information for the ADA/504 and Title IX coordinators.</p>		

Office of the Superintendent of Schools  
Board of Education Meeting of October 11, 2018

Office of Academic Services  
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY FB(LOCAL), EQUAL EDUCATIONAL OPPORTUNITY—FIRST READING**

Board Policy FB(LOCAL) was reviewed to update the district's guidelines regarding equal educational opportunities for all students in accordance with applicable laws and in light of the recent Office of Civil Rights (OCR) Resolution Agreement, which addresses effective communications with applicants, students, and members of the public with hearing, vision, speech, or other sensory impairments.

The most substantive recommendations to the policy include:

- A new *Note* at the top of page 1 was added to clarify the distinction between the issues addressed in FB(LOCAL) and those in FFH(LOCAL), which governs the district's response to student discrimination and harassment. The provisions in the **Complaints** section on discrimination, harassment, and retaliation were moved to this *Note*.
- The reporting information for Title IX and Americans with Disabilities Act (ADA)/Section 504 complaints has been updated because of specific personnel changes and as required by the OCR.
- The **Records Retention** provisions associated with records of discrimination, harassment, and retaliation were removed since these concepts are addressed at policy FFH(LOCAL).
- The recommended text at **Equal Educational Opportunity** captures the district's obligation to provide equal educational opportunities to all students, including the protections under Section 504 and other laws.
- A cross-reference to policy EHB(LOCAL) for information related to dyslexia was added.
- Revisions to the text associated with **Section 504 Committees** acknowledge that the Section 504 office coordinator will not always be a member of each individual 504 committee. In addition, the text now refers to the "group of persons" required by regulation to serve on the committee, rather than referencing a specific number of persons.
- More emphasis is placed on the district's duty to evaluate the student when a referral is made.
- An added provision to the Notice and Consent paragraph recognizes guidance from the OCR and the procedural safeguards requirements of Section 504.
- Evaluation and Placement provisions mirror the requirements placed on the "recipient" of federal funding to ensure that the district's procedures for tests and other evaluation materials comply with the minimum requirements of law.

- At Review and Evaluation Procedure, the recommended text affirms that the district will abide by the Individuals with Disabilities Education (IDEA) timelines related to reevaluation (generally at least once every three years and not more than once a year).
- Also included is a provision addressing reviews of a student's services and supports.
- A new statement was added to accommodate a procedural safeguards requirement in the Section 504 regulations reflecting the parent's rights related to examining records of his or her child.
- Revisions to the existing text associated with a parent's right to impartial hearing more accurately capture the requirements in the Section 504 regulations.
- The paragraph at State-Mandated Assessments was deleted as accommodations on state assessments are only one type of accommodation provided to students with disabilities. Updated text on the subject is addressed at **Equal Educational Opportunity**.
- The new **Records Retention** section at the end of the policy focuses on the retention requirements for records pertaining to Section 504.

The proposed changes are noted in the attached revised policy.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy FB(LOCAL), *Equal Educational Opportunity*, on first reading.

EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

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**Note:** The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

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TITLE IX OFFICE  
COORDINATOR

The District designates the following ~~person-office~~ to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Marmion Dambrino

Position: Director, Athletics

Office: Student Support Services

Address: 4400 W. 18th Street, Houston, TX 77092

Telephone: (713) 556-72856943

ADA / SECTION 504  
OFFICE  
COORDINATOR

~~Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator.~~ The District designates the following ~~person-office~~ to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended:

Name: Michael Webb

Position: ADA/Section 504 Coordinator, Child Study  
Department

Office: Special Education Services

Address: 4040 West Fuqua Street, Houston, TX 774258428  
West 28th Street, Houston, TX 77008

Telephone: (713) 296-1000556-8000

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other ~~nondiscrimination~~antidiscrimination laws.

COMPLAINTS

~~Allegations of unlawful discrimination, prohibited harassment, including sexual harassment, or retaliation shall be made according to FFH(LOCAL).~~

RECORDS RETENTION

~~Copies of reports alleging discrimination, prohibited harassment, including sexual harassment, and retaliation; investigation reports; and related records shall be maintained by the District for a period of at least three years. If the person alleged to have experienced discrimination, prohibited harassment, or retaliation was a minor,~~

EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

~~the records shall be maintained until the person reaches the age of 24.~~

EQUAL EDUCATIONAL  
OPPORTUNITY

GENERAL  
EDUCATION

The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC] Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

ADDITIONAL  
SERVICES AND  
SUPPORTS

If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

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**Note:** The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

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SECTION 504  
COMMITTEES

The Section 504 ~~office~~ coordinator and members of ~~each~~ the Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity ~~to these students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA).~~ [See EHBA]

~~The~~Each Section 504 committee shall be composed of ~~a group of at least two persons, including~~ persons knowledgeable about the student, the meaning of the evaluation data, ~~the~~ placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

REFERRALS

~~A student may be referred by parents, teachers, counselors, administrators or any other District employee for evaluation to deter-~~

EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

	<p><del>mine if the student has disabilities and is in need of special instruction or services. If a teacher, school counselor, administrator or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.</del></p>
<p><u>PARENTAL CONSENT</u></p>	<p><del>The Section 504 coordinator shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parental consent shall be obtained before the initial student evaluation procedures for the identification, diagnosis, and prescription of specific education services.</del></p>
<p><u>NOTICE AND CONSENT TO PARENTS</u></p>	<p><u>The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.</u></p> <p><del>Parents shall be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.</del></p>
<p><u>PREPLACEMENT EVALUATION AND PLACEMENT</u></p>	<p><u>The results of <del>an</del>the evaluation shall be considered before any action is taken to place a student with <del>a disability</del>disabilities or make a significant change in placement in an instructional program. The evaluation shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his or her age and cultural group. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.</u></p>
<p><u>REVIEW AND REEVALUATION PROCEDURE</u></p>	<p><u>To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.</u></p> <p><u>A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.</u></p>
<p><u>EXAMINING RECORDS</u></p>	<p><u>A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]</u></p>

EQUAL EDUCATIONAL OPPORTUNITY

FB  
(LOCAL)

RIGHT TO  
IMPARTIAL  
HEARING

A parentParents shall be given written notice of thetheir due process right to an impartial hearing if the parent hasthey have a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disabilitydisabilities. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved inSection 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

STATE MANDATED  
ASSESSMENTS

Modifications in taking the state mandated assessments may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test, are necessary for the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA. [See EKB]

RECORDS RETENTION

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records retention schedules. [See CPC]

**BOARD POLICY EXPLANATORY SHEET**

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
FB	Equal Educational Opportunity	
<b>INITIATED BY:</b>	TASB and HISD	
<b>TYPE OF REVISION:</b>	Update	
<b>APPLICABILITY:</b>	This policy update applies to all students	
<p><b>BACKGROUND:</b></p> <p><b>TASB recommended changes are based on the following rationale:</b></p> <p>FB(LOCAL), which addresses the district's obligation to provide equal educational opportunities, including protections under Section 504 and other laws, has been significantly revised. The primary revisions reflect the overarching concept of equal educational opportunities and address Section 504 protections, using the federal Section 504 regulations as the basis for the recommended revisions. Revisions have been made to include in this local policy the procedural safeguard categories required by the regulations and to affirmatively mirror the Individuals with Disabilities Education Act (IDEA) in terms of required timelines for reevaluation of students.</p> <p>Most districts' current local policies at FB(LOCAL) include the contact information of the district Title IX coordinator and Americans with Disabilities Act (ADA)/Section 504 coordinator for students. To eliminate the need for the board to readopt these policies every time this information changes, we recommend removing this information from the local policy and moving it to a corresponding (EXHIBIT)s at this code. This will maintain the visibility of the information but will allow the superintendent to update the information as necessary.</p> <p><b>HISD recommended changes are based on the following rationale:</b></p> <p>Based on TASB's recommendation above and personnel changes, the coordinator information has been updated and specific information regarding name, title, location, and telephone number will be included in an exhibit to this policy. The information will also be available in the Code of Student Conduct and on the district website.</p>		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b>		None
<p><b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item does require consultation. The administration will create an exhibit with more detailed contact information for the ADA/504 and Title IX coordinators.</p>		