

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**Board of Education  
Meeting**

**September 10, 2020**

THE HOUSTON INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION

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| F. Strategy and Innovation           | L. Superintendent's Information Items |

## MEMBERS OF THE BOARD OF EDUCATION

Sue Deigaard, *President*  
Wanda Adams, *First Vice President*  
Judith Cruz, *Second Vice President*  
Dr. Patricia K. Allen, *Secretary*  
Dani Hernandez, *Assistant Secretary*  
Kathy Blueford-Daniels  
Holly Maria Flynn Vilaseca  
Elizabeth Santos  
Anne Sung

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

## BOARD OF EDUCATION AGENDA

September 10, 2020

### 2:00 p.m.

- CALL TO ORDER
- ADJOURN TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C
- RECESS

### 5:00 p.m.

- REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- SUPERINTENDENT DISCUSSION ON INSTRUCTIONAL CONTINUITY

### BUSINESS AGENDA

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

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### **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. Approval Of A Resolution Concerning Virtual/Remote Instruction And Election Day Virtual Learning
  - Resolution To Extend The Virtual Instruction Transition Period

### **B. TRUSTEE ITEMS**

- B-1. Appointment Of A Houston Independent School District Representative To The Tax Increment Reinvestment Zone 8 Board Of Directors
- B-2. Review And Discussion Of The Board Operating Procedures Manual - *Revised*
  - *Board Operating Procedures Manual - New*
- B-3. Adoption Of A Resolution To Designate A Day In Honor Of Vanessa Guillen - *New*
  - Resolution - *New*

## **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. Receive evaluative feedback from Lone Star Governance coaches concerning board member responsibilities.

### **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. Update on federal law enforcement activity on February 27, 2020.
- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options
- e. Receive legal advice concerning the Texas Education Agency special accreditation investigation and possible options.
- f. Legal discussion concerning Houston ISD v. Texas Education Agency, et al., In the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
- g. Receive legal advice concerning NXTBoard contract and resolution agreement
- h. Discussion and possible action to renew the O'Hanlon, Demerath & Castillo engagement letter

- i. Pending insurance claims for Hurricane Harvey damage to Braeburn and Scarborough Elementary campuses
- j. Consideration and authority to settle in the matter of Juan De Los Angeles vs. Houston Independent School District, in the 157th District Court, Harris County, Texas, Cause No. 2018-40506
- k. Consideration and approval of mediation agreement in the matter of Noah F. b/n/f Tara F. v. Houston Independent School District, TEA Dkt. No. 202016318

C-3. Real Estate

- a. Sale
- b. Purchase
- c. Exchange
- d. Other
  - 1. Authority To Negotiate, Execute, And Amend All Documents Pertaining To The Grant Of An Easement To The City Of Houston At Fleming Middle School, 4910 Collingsworth, Houston, Texas 77026
  - 2. Authority To Negotiate, Execute, And Amend A Site License Agreement For The Installation Of Monitoring Wells At Braeburn Elementary School, 7707 Rampart, Houston, Texas 77081
  - 3. Authority To Negotiate, Execute, And Amend All Documents Pertaining To A Partial Release Of Restrictions Related To A Privately-Owned Property Across The Street From Burnet Elementary School, 5403 Canal, Houston, Texas 77011, For The Purpose Of Constructing "Canal Lofts" A Mixed-Income Multi-Family Community

**D. ACADEMIC SERVICES**

- D-1. Authority To Renew Partnerships With AVANCE-Houston, Inc.; Gulf Coast Community Services Association; Harris County Department Of Education; And Baker Ripley, For Head Start Prekindergarten Collaborative Programs
  - Explanatory Sheet
- D-2. Approval To Modify Certain Requirements Of Board Policy DNA(LOCAL) In Light Of The COVID-19 Impact On Normal District Operations
  - Explanatory Sheet

- D-3. Approval Of The Revised 2020–2021 Local Calendar For The Teacher Appraisal And Development System
- Explanatory Sheet
- D-4. Approval Of The Revised 2020–2021 Local Calendar For The School Leader Appraisal System
- Explanatory Sheet
- D-5. Authority To Submit Final Attestation/Asynchronous Plan To Texas Education Agency
- Executive Summary
  - HISD Instructional Continuity Plan

**E. SCHOOL OFFICES**

- E-1. Approval Of Contract Renewal Between Meyerland Performing And Visual Arts Middle School And Harris County Protective Services For Children And Adults For The Community Youth Services Program
- Executive Summary

**F. STRATEGY AND INNOVATION**

- F-1. Consider And Take Possible Action To Approve The Formation Of A Local Innovation Plan Committee To Draft A Local Innovation Plan
- Committee Membership - Explanatory Sheet
- F-2. Approval To Adopt Texas Education Agency Innovative Courses For Use In Career And Technical Education Programs
- Explanatory Sheet

**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
- 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
- J. **OTHER**
- K. **POLICY**
- L. **SUPERINTENDENT'S INFORMATION ITEMS**
- L-1. Investment Report
  - Quarterly Investment Report
  - Executive Summary

## **HEARING OF THE COMMUNITY**

### **TRUSTEE REPORTS AND COMMENTS**

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

### **REPORTS FROM THE SUPERINTENDENT**

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

## **ADJOURN**

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Superintendent of Schools  
Grenita Lathan, Interim Superintendent Of Schools

**SUBJECT: APPROVAL OF A RESOLUTION CONCERNING VIRTUAL/REMOTE INSTRUCTION AND ELECTION DAY VIRTUAL LEARNING**

The Board of Education is asked to consider adoption of a resolution authorizing the interim superintendent to submit a waiver application request to the Texas Education Agency (TEA) to extend the virtual instruction transition period by four weeks.

The World Health Organization has described the outbreak and spread of the novel coronavirus that causes COVID-19 as a public health emergency of international concern, and on March 11, 2020, publicly characterized the spread of COVID-19 as a pandemic. Since that time, the United States Government, the State of Texas, and the Mayor of Houston have taken actions designed to slow the spread of the virus and have urged all citizens to do the same. To that end, On January 31, 2020, the United States Secretary of Health and Human Services declared a public health emergency in the United States, and on March 13, 2020, the President of the United States declared the outbreak and spread of COVID-19 in the United States a national emergency.

Further, on March 11, 2020, the Mayor of the City of Houston and the County Judge of Harris County issued a local disaster declaration due to a public health emergency to help contain and mitigate the spread of COVID-19. March 13, 2020, saw both the Governor of the State of Texas declaring a statewide emergency and the President of the United States declaring a national emergency regarding COVID-19.

On July 15, 2020, HISD released a school reopening plan, *Reconnect Safely Return Strong*, which calls for all district students to begin the school year on September 8, 2020, with virtual instruction for six weeks. The purpose of this item is to approve the additional four weeks of virtual instruction (October 5, 2020, through October 30, 2020), based on current COVID-19 health data impacting the Houston and Harris County areas, and to authorize the interim superintendent to submit a waiver application request to the TEA for these additional weeks of virtual instruction.

On July 17, 2020, in recognition of the continuing health risks posed by in person, face-to-face instruction, Commissioner Mike Morath issued Planned Guidance to Texas schools allowing school districts to provide virtual instruction for the first four weeks of the 2020–2021 school year, with an option to extend the virtual instruction transition period for an additional four weeks if the school board determines that it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four weeks of the district's instructional calendar.

In addition, this item requests approval to support the Harris County election initiative known as S.A.F.E. (Secure Accessible Fair Efficient) by implementing an E-learning Day for district students and campus staff. If approved, HISD would provide students a full day of virtual learning, at home, on election day, November 3, 2020. The district anticipates that Harris County will designate over 100 HISD schools as polling locations for the election. While it is not unusual for our school sites to be used as polling locations, the COVID-19 pandemic makes the safety of our students and staff more challenging when significant numbers of voters would be entering the schools throughout the day. This Resolution authorizes the district to support the fundamental right to vote, while protecting the safety of students and staff on election day.

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

**COST/FUNDING SOURCE(S):** Funds are budgeted in the 2019–2020 operating budget.

**STAFFING IMPLICATIONS:** None

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

**THIS ITEM DOES REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education (1) determines that it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four weeks of the district's instructional calendar; (2) approves adoption of the resolution authorizing the interim superintendent to submit a waiver application request to the TEA to extend the virtual instruction transition period by four weeks; and (3) approves virtual learning for students on election day, November 3, 2020, effective September 11, 2020.

**RESOLUTION CONCERNING VIRTUAL/REMOTE INSTRUCTION**

**WHEREAS**, the Houston Independent School District (“HISD”) Board of Education (Board) recognizes that on January 31, 2020, the United States Secretary of Health and Human Services declared a public health emergency in the United States due to COVID-19, and on March 13, 2020, the President of the United States declared the outbreak and spread of COVID-19 in the United States a national emergency;

**WHEREAS**, on March 13, 2020, Texas Governor Greg Abbott declared a state of disaster for all counties in Texas due to the eminent threat posed by COVID-19;

**WHEREAS**, on April 27, 2020 Harris County Judge Lina Hidalgo issued a disaster declaration requiring Harris County residents to wear masks and that order was extended by the Commissioners Court on June 28, 2020, and will remain in effect until at least August 26, 2020; and

**WHEREAS**, on June 11, 2020 Harris County announced a new color-coded system to inform residents regarding the current level of risk from COVID-19 and the current threat Level is set to Severe representing that COVID-19 is currently at an uncontrolled level in Harris County, such that local authorities recommend residents act to minimize contacts with others and avoid leaving home except for essential needs;

**WHEREAS**, on July 2, 2020, Governor Greg Abbott issued a statewide order requiring all Texas residents to wear a mask or facial covering when out in public in response to the significant increase in COVID-19 cases;

**WHEREAS**, on July 17, 2020, in recognition of the continuing health risks posed by in-person, face-to-face instruction, Commissioner Mike Morath issued Planned Guidance to Texas schools allowing school districts to provide virtual instruction for the first four (4) weeks of the 2020 - 2021 school year, with an option to extend the virtual instruction transition period for an additional four (4) weeks if the school board determines that it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four (4) weeks of the district’s instructional calendar;

**WHEREAS**, on July 17, 2020, Harris County Judge Lina Hidalgo issued a recommendation to all Harris County Superintendents recommending that in-person, face-to-face instruction should not be made available for any grades from pre-kindergarten through grade 12 until October 2020. Judge Hidalgo’s recommendation also proposes that no in-person extracurricular activities take place until face-to-face instruction resumes;

**WHEREAS**, on July 24, 2020, Harris County Judge Lina Hidalgo imposed a control measure prohibiting schools from reopening schools for face-to-face instruction until after September 7, 2020; allowing teachers to stream instruction in their classrooms, provided that building occupancy be limited to 10%.; and prohibiting in-person extracurricular activities until face-to-face instruction resumes;

## RESOLUTION CONCERNING VIRTUAL/REMOTE INSTRUCTION

**WHEREAS**, on July 24, 2020, HISD adopted a school reopening plan, “Reconnect Safely Return Strong,” which calls for all District students to begin the school year on September 8, 2020, with virtual instruction;

**WHEREAS**, on August 12, 2020, Harris County issued its “Roadmap to Reopening Schools”, which provides schools with specific metrics and recommended actions for a “realistic, responsible, safe, and sustainable reopening during the COVID-19 pandemic” based on research from local, state, national, and international models, and discussion with local and public health leaders at all levels of national and local government; and

**WHEREAS** the Board recognizes that the District continues to need flexibility to deliver educational services virtually until the local health conditions in Harris County improve; and

**WHEREAS** the Board recognizes the fundamental right of the district’s constituents to vote, and the designation by Harris County of district schools as polling locations; and

**WHEREAS** the Board prioritizes the safety of students and staff during the COVID-19 pandemic and encourages safe practices while delivering instruction to students,

### **IT IS THEREFORE RESOLVED THAT:**

1. All the above referenced paragraphs are incorporated by reference and made part of this Resolution.

2. The Board finds that the threat level in Harris County remains at red: stay at home, which means there is severe, uncontrolled community transmission of COVID-19 based on the following six metrics: (1) 14-day average for new COVID-19 cases per day in Harris County; (2) 14-day average of percent positivity rate of COVID-19 tests in Harris County; (3) Percent COVID-19 of ICU beds in use in Harris County; (4) Percent COVID-19 of general beds in use in Harris County; (5) 14-day trend in ICU population, general population, and cases in Harris County; and (6) Widely available COVID-19 medical countermeasures in Harris County.

3. The Board further finds that based on the above-referenced county-specific COVID-19 medical metrics, it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four weeks of the district’s instructional calendar.

4. The Board authorizes the Interim Superintendent to submit a waiver application request to the Texas Education Agency to extend the virtual instruction transition period by four weeks, beginning on October 5, 2020 and ending on October 30, 2020.

5. On Election Day 2020, November 3, 2020, Houston ISD will participate in the Harris County E-learning Day for S.A.F.E. (Secure Accessible Fair Efficient) Elections. The E-learning Day for Democracy consists of implementing a full day of e-learning for all students so that school buildings may be utilized as voting centers. This decision will allow students to learn from home while voters across the city and county are able to vote at school buildings within the ISD and exercise their fundamental rights. This plan keeps students safe and allows the ISD (teachers, students, parents, and administrators alike) to support the most basic and important tenet of our democratic process—the right to vote.

**RESOLUTION CONCERNING VIRTUAL/REMOTE INSTRUCTION**

Approved this \_\_\_\_\_ day of September 2020.

**HOUSTON INDEPENDENT SCHOOL DISTRICT**

\_\_\_\_\_  
Sue Deigaard  
Board President

\_\_\_\_\_  
Date

Attest:

\_\_\_\_\_  
Dr. Patricia K. Allen  
Board Secretary

\_\_\_\_\_  
Date

Office of the Board of Education  
Board of Education Meeting of September 10, 2020

Dani Hernandez, District III Trustee

**SUBJECT: APPOINTMENT OF A HOUSTON INDEPENDENT SCHOOL DISTRICT REPRESENTATIVE TO THE TAX INCREMENT REINVESTMENT ZONE 8 BOARD OF DIRECTORS**

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

This agenda item is to authorize appointment of the following representative to complete the current term of service because the previous appointee has resigned, and to begin a new two-year term on the indicated TIRZ board of directors:

- Samuel Sarabia – TIRZ 8 (Gulfgate): The current term will expire in December 2020; the new two-year term will expire in December 2022.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 a representative to the TIRZ 8 board of directors, effective September 11, 2020.

Office of the Board of Education  
Board of Education Meeting of September 10, 2020

Holly Maria Flynn Vilaseca, District VI Trustee

**SUBJECT: REVIEW AND DISCUSSION OF THE BOARD OPERATING PROCEDURES MANUAL**

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, the Houston Independent School District (HISD) Board of Education Board Operating Procedures Ad Hoc Committee chair presents to the board an update for discussion on the work and progress of the committee regarding the *Board Operating Procedures Manual*. The committee requests that the board review and discuss the manual on first reading, then approve the manual on second reading in October 2020.

The purpose of this manual is to formalize the general practices of the HISD Board of Education. The manual is divided into four sections: Board Relationships, Work of the Board, Board Operations, and New Board Member Orientation.

A copy of the *Board Operating Procedures Manual* is ~~presented to the board under separate cover~~attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 reviews and discusses the *Board Operating Procedures Manual* on first reading, effective September 11, 2020.

HOUSTON INDEPENDENT SCHOOL DISTRICT



# **BOARD OF EDUCATION** OPERATING PROCEDURES

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# BOARD OF TRUSTEES OPERATING PROCEDURES

## Overview

The purpose of this manual is to formalize the general practices of the Houston ISD Board of Trustees. This document was adopted by the Board at a regularly scheduled meeting and may be modified by a majority vote of the Board. The manual is divided into four (4) sections, Board Relationships, Work of the Board, Board Operations, and New Board Member Orientation.

The Board's responsibility is to define the District's policies and goals that shall reflect the district's advocacy for all students. Board Members serve as advocates for all students by providing leadership at the local, state and national level. The policies set by the Board will ensure that the mission and goals are achieved. It is the Board's responsibility to hire a Superintendent, who then implements the policies and goals adopted by the Board. The Board shall hire the Superintendent and the Chief Audit Executive and evaluate their performance using the evaluation instruments adopted by the board. The superintendent's evaluation is aligned with the Board's Continuous Improvement Process- the Lone Star Governance Framework (See Addendum A- Superintendent Evaluation and Chief Audit Executive Evaluation). These operating procedures will be reviewed annually by the Board.

The Houston ISD Board of Trustees began implementing the Lone Star Governance model in 2016. These procedures align with the Texas Framework for School Board Development:

- **Vision** - The board ensures creation of a shared vision that promotes enhanced student achievement.
- **Structure** - The board provides guidance and direction for accomplishing the vision.
- **Accountability** - The board measures and communicates how well the vision is being accomplished.
- **Advocacy** - The board promotes the vision.
- **Unity** - The board works with the superintendent to lead the district toward the vision.



## BOARD RELATIONSHIPS

### A. Board Members

Board Members may use mail, email, voice mail, text messaging, fax, phone, special committee meetings or personal contact to communicate with each other; however, Board Members shall never meet, talk, text or e-mail in a group large enough to constitute an official meeting, typically five (5) or more, unless notice has been posted. In email or text messaging, “Reply to All” should be avoided (See Addendum B- Overview of the Texas Open Meeting Act and Addendum C- Board Member Record Retention Requirements).

### B. Superintendent

1. Board Members will keep the Superintendent informed of critical or urgent concerns, ideally within 72 hours. It is the Superintendent’s job to take action and resolve situations. Board Members should not violate the chain of command, causing disrespect and unclear expectations between Staff, Superintendent, and Board.
2. The Superintendent will communicate information to all Board Members in a timely manner.
3. Information shared by Superintendent to Board in executive session will be kept confidential until the Superintendent notifies the Board that information is public.

### C. Chief Audit Executive (CAE)

Every year, trustees will have the opportunity to provide input concerning the audit plan. The CAE will reach out to trustees individually to schedule a 1:1 meeting and, occasionally, other members from the Audit team and external auditors may reach out to trustees to inform risk assessments. The Audit Plan is approved by the full board annually. Should trustees have questions or concerns outside of the scope of the audit plan, they can directly contact the Chief Audit Executive.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**D. District Staff**

1. Board Services, under the direction of the Superintendent, may provide personal assistance and services to Board members directly related to their responsibilities as Trustees. (See Addendum D Policy BB Regulations)
2. Board Members are encouraged to visit with staff members and learn more about their responsibilities with the District but are never to give staff members orders.
3. Board Members are encouraged to visit campuses while at the same time Board Members must ensure the visits do not impede the delivery of instruction in the classroom or disrupt the normal school environment. If a Board Member wishes to initiate a visit to a campus or campuses, Board Members should notify the Superintendent and work with his or her designee to schedule the visit within 5 school days of the requested visit. Board Members may also visit campuses upon invitation from a campus principal. As a courtesy to the administration, Board Members should notify the Superintendent, Board Services, and the Principal at least 48 hours in advance when accepting an invitation from the campus principal.

While visiting a campus, Board Members should observe the following guidelines:

- The Board Member will check in at the principal's office upon arrival at the school.
- While on campus the Board Member should be escorted by a staff member designated by the principal.
- Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval.
- Board members will not assume a supervisory role with staff or students.
- Board members will not participate in staff activities unless specifically requested to do so by a campus administrator.

**E. Community**

If a parent, student, employee or community member brings concerns or complaints to an individual Board Member, she or he may take one of the following three actions: 1) refer the individual to the school or department so concern can be addressed directly with them or 2) refer the concern or complaint to Board Services to be entered as a Board Referral or 3) ask Board Services to enter the concern or complaint as a Superintendent Referral. The differences between a Board and a Superintendent referral is who is included in the response. In a Board referral both the individual with the concern and all the trustees receive notification of closure along with the response. In a Superintendent referral communication or resolution is with the individual bringing forth the concern. Also, a Board referral may contain certain privileged or sensitive data and information intended for trustees not for the general public. As such, a trustee may enter a Board referral with questions she or he may have and request information, data or a specific report to aid in decision making. With this in mind, it is best practice to assign parent, student, employee and community concerns as Superintendent referrals and reserve Board referrals for trustees.

**Board Referral:** A Board referral is any verbal or written communication received from a Board member requesting information or resolution of an issue. Referrals may be the result of questions or concerns from parents, employees, and community members and may

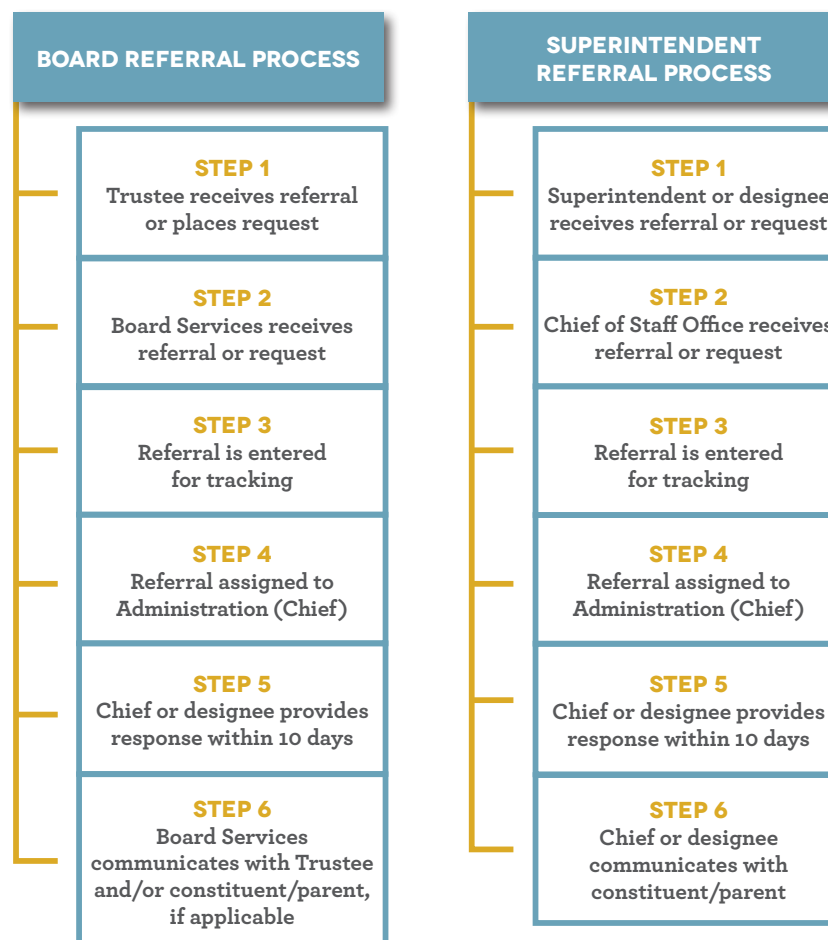
## HOUSTON INDEPENDENT SCHOOL DISTRICT

include complaints, grievances, or dissatisfaction with the District, its services, practices, programs, or employees. **Since referrals are designed to show resolution, trustees should request board referrals when they would like to see how an issue was resolved, and send a superintendent referral, when they are alerting administration to a concern.** The director of Board Services, assigns the referral to the appropriate direct report to the Superintendent. The direct report to the Superintendent must forward a written response to the director, Board Services, or designee via hard copy or electronic mail within ten working days of receipt of the referral. The director, Board Services, provides Board members with a weekly report concerning the status of referrals. (See Board Regulation BBE2.)

**Superintendent Referrals:** A Superintendent referral is any written communication received from a parent or community member requesting information or resolution of an issue and may include complaints or dissatisfaction with the District, its services, practices, programs, or employees. The Chief of Staff assigns the referral to the appropriate direct report to the Superintendent. The direct report to the Superintendent must address the request or concern within ten working days of receipt of the referral. After the request or concern is addressed, the direct report to the Superintendent records all information and action taken on the referral before it is closed.

The following flowcharts illustrate these processes.

### REFERRAL PROCESS



## HOUSTON INDEPENDENT SCHOOL DISTRICT

## F. Other Elected Officials and Advocacy

Relationships with other elected officials are critical to ensure the School District can achieve all its goals. Board Members are encouraged to meet with and visit City Council members and State Legislators. Annually, the Board of Trustees should invite City Council members, City of Houston Director of Education, and Legislators to a Community forum to discuss education policy and other issues that affect the School District (For recommended communication scripts see Addendum E- Communication Scripts).

## G. Board Sanctions

Board Members are expected to conduct themselves in a professional manner when representing the district, treating all parties with dignity and respect. It is important to note, as an elected official there are few moments when the public will not associate your personal behavior with behavior representing the district. Should issues occur with inappropriate behavior of a board member, the following guideline is available.

1. If a Board Member is concerned that another Board Member has violated the Board Member Ethics (See Addendum F- HISD Policy BBF Local- Board Member Ethics), Rules of Order for Board Meetings, and/or any of the Board's Operating Procedures, it is the responsibility of the concerned Board Member to discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board President.
2. If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member may request a conference with the Board President and alleged Board Member. If the Board President is involved in the allegation, the concerned Board Member may instead make the request to the Board First Vice President or the next most senior Board Member not involved in the allegation.
3. The Board Members involved will conference to discuss the alleged violation, [unless it would constitute a quorum of the Board, in which case the issue will be posted for discussion at a specially called meeting or the next regularly scheduled meeting of the Board]. All parties are strongly encouraged not to allow any further escalation of these procedures.

If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board President will allow time for discussion during executive session at the next scheduled meeting. If, after the executive session discussion, the Board determines that additional consideration of the alleged violation is warranted, the Board President may call upon Board Counsel or external legal advisor to investigate the nature of the allegations. Once findings are determined results of the investigation will be presented during a future closed session of the Board.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**H. Social Media**

1. Board Members who participate in social media such as, but not limited to, Facebook, LinkedIn, Instagram, or Twitter should be careful to avoid online conversations that could be construed as speaking for the Board or constituting an online Board meeting.
2. In using social media to communicate about school district business, a school board member should:
  - Clarify that he or she is communicating as an individual member of the board, and not an official district spokesperson.
  - Avoid deliberating school district business with a quorum of the board. In addition to the risk of violating the Open Meetings Act, such communications undermine good working relationships and the purpose of open meetings.
  - Direct complaints or concerns presented online to the appropriate administrator.
  - Avoid posting content that indicates you have already formed an opinion on pending matters.
  - Ask for community input to be provided through appropriate channels, but not allow the social network to direct his or her decisions as a trustee.
  - Post only content that the district has already released to the public. A person commits an offense if the person distributes information considered confidential by law.
  - When attempting to restate what happened at a previous board meeting, clarify that the posting is not an official record of the board meeting and share information only from the open portions of the meeting.
  - Conduct himself or herself online in a manner that reflects well on the district; avoid posting information that has not been verified and made public by the district; and never post anonymously about school business.
  - Immediately report harassing or defamatory communications to the superintendent if they involve school officials, staff, students, or district business.
  - Retain electronic records—including your own posts and content others post to your account—when required to do so by the district’s records retention policy.
  - Immediately report to the district any potential security breach if you lose control or possession of a district-issued or personal electronic device on which confidential district records could be accessed.
  - Comply with the district’s acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device.
3. The Board President shall act as the official spokesman. Once a majority decision has been reached, individual Board Members will publicly support that decision. Other Board Members may speak at meetings, hearings, public functions, or to the media, but all remarks should be clarified as their personal opinion.



## WORK OF THE BOARD

### A. Meetings

- a. During the course of board work several types of meetings may occur:
  - Regular Meetings- The Board of Trustees usually takes action and conducts student outcome goal monitoring during Regular Meetings. Community members may register to address the board at Regular Meetings.
  - Agenda Review Meetings- At agenda review meetings, the Board of Trustees may discuss or ask questions about regular meeting agenda items and may conduct student outcome goal monitoring. Community members may register to address the board regarding posted agenda items at Agenda Review Meetings.
  - Board Retreats- Board Retreats bring the board together periodically to engage in (1) team building, (2) board training, and (3) deep dives into student outcome goals.
  - Audit Committee Meetings- Audit Committee Meetings are scheduled by the Chair of the Committee. The Chair will establish the agenda for Audit Committee meetings in consultation with Audit Committee members, senior management, and the Chief Audit Executive. Meeting agendas will be provided in advance to members, along with appropriate briefing materials. The committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. A portion of each meeting shall be set aside for a private session with the independent and/or internal auditors for items that fall within the executive session provisions of the Texas Open Meetings Act. Minutes will be prepared and approved for the record for the open session portion of the meeting, and a certified agenda shall be prepared for the executive session portion of the meeting. When requested, the Chief Audit Executive will facilitate and coordinate meetings as well as provide ancillary support to the committee, as time and resources permit.
  - Special Meetings-The Board President shall call special meetings at the Board President's discretion or on request by three members of the Board. Special meetings include but are not limited to Hearings and Workshops. Hearings are usually held on the third Thursday of each month beginning at 8:30am.
  - Emergency Meetings -An emergency meeting may be called only if immediate action is required of a governmental body because of an imminent threat to public health and safety; or a reasonably unforeseeable situation. (Texas Government Code, Section 551.045)

## HOUSTON INDEPENDENT SCHOOL DISTRICT

- **Hearing Meetings-** Hearing Meetings are held on the third Thursday of each month in the Board Auditorium. Hearings include student and employee grievances, student expulsion hearings, and employee separations (non-renewals and terminations). All nonstudent hearings are open to the public unless otherwise requested by the parties being grieved. Ordinarily, all student hearings are closed to the public unless otherwise requested by the parent or legal guardian. Hearing transcripts are prepared by Board Services in conjunction with Employee Relations.

The Board will meet the first Thursday of the month for an Agenda Review and the second Thursday of the month to hold the Regular Board Public Meeting to conduct the business of the Board which includes discussing student outcome data, providing committee reports, discussing and voting upon other trustee and superintendent items/reports and items requiring approval from the board in order to ensure the business of the District continues. The start time of the meeting will be determined by the Board. The meeting date may be changed if voted on by the board.

### B. Developing Board Meeting Agendas

- The meeting agenda is the vehicle through which the Board informs the community of the items it will be discussing at the meeting so that members of the public can decide if they wish to be present for the meeting. As a consequence and given the complexity of District business in an organization of the District's size, preparation of the agenda must be carefully planned, following regular protocols in its construction and posting.
- The Board adheres to the following with regard to its agendas (See Addendum G- Board Agenda Development Calendar):
  - › *For each Regular Meeting, the administration will prepare a Q&A Document providing answers to board member questions about agenda items. The Q&A Document will be posted publicly online.*
  - › *Agenda and Q&A Document preparation and posting*
  - › *In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. The board president shall ensure all board members are notified as to any agenda items he or she withdrew, at the time of the withdrawal request and no later than 24 hours prior to the meeting posting, to allow adequate time for board members to respond to withdrawn items.*
- In reviewing the agenda before posting, the president shall ensure that any topics the board, or at least three members of the board, have requested to be addressed are either on the agenda for the first regular meeting that is at least seven calendar days after the date the president receives the request, or on the agenda for a special or emergency meeting if the president determines that the item requires immediate consideration and should be communicated to the public in accordance with state law, Government Code 551.043(b).
- The deadline for submission of proposed agenda items to the Office of Board Services for inclusion on an upcoming agenda is 5:00 p.m. 17 calendar days before the Regular Meeting, unless circumstances (such as a holiday) make that date unavailable. Any items not provided in full with all attachments present to the board of trustees at least 16 days in advance of a Regular Meeting are moved to the following month's agenda.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

- The superintendent or designee will ensure that all necessary information is supplied to each board member to allow for informed discussion. It is the responsibility of each board member to review this information in advance and to prepare for meetings.
- Once the agenda is available, trustees should submit questions about agenda items for administrative response in a Q&A Document. At Agenda Review, trustees may request clarification to these answers or engage in further discussion on an item. Immediately following Agenda Review, trustees may submit additional questions for response in an updated to the Q&A Document. Questions submitted through the Q&A process should be focused on helping trustees make a decision about how to vote on agenda items.

**Other questions should be submitted through the regular referral process.**

The agenda will be posted for public information in accordance with Texas law.

1. Some items are restricted from the agenda as per Texas Education Code and may only be considered in Executive Session.
2. All Board meetings will observe Robert's Rules of Order; Newly Revised Edition- except as otherwise provided in board procedural rules or law.
3. If a special committee is formed, oral reports will be presented at the Regular Board Meeting and a written account filed in the Regular Board Meeting minutes.
4. All Board Members have an equal vote on all action items. In the case of a tie vote, the item fails.
5. Community Members may address the Board at Agenda Reviews and Regular Board Meetings. Community members may address agenda items during both agenda reviews and regular board meetings. During hearing of the community, which is held at regular board meetings, non-agenda items addressed. During these sections of the agenda the Board is assembled only to gather input from community members and not respond to concerns or suggestions; however the Board can only offer factual information, quote Board policy. Speakers will be limited to two (2) minutes and time may be adjusted by the Board President based upon the number of requests to address the board.

### C. Hiring and Evaluating the Superintendent

1. Hiring the superintendent is one of the primary duties of the board and is conducted in accordance to state law.
2. Evaluating the Superintendent- (See Addendum A- Superintendent Evaluation)-
  - a. Because Superintendent performance is considered indistinguishable from school system performance, the Superintendent's evaluation is simply the amalgam of all monthly monitoring reports. A student outcome goal or constraint is considered met if:
    - > *the goal/constraint actual results meet or exceed the targets or*
    - > *at least 2/3rds of the respective goal progress measure (GPM) / constraint progress measure (CPM) actual results meet or exceed the targets.*
    - > *Overall Superintendent performance is met if at least 4/5ths of the goals and constraints are met.*
  - b. On a semi-annual basis, the Board of Trustees will conduct a review of the Superintendent's performance using the Lone Star Governance evaluation tool. This evaluation will use the following process:

## HOUSTON INDEPENDENT SCHOOL DISTRICT

- c. Superintendent Evaluation Pre-Conference:
  - > *During the month of \_\_\_\_\_.*
- d. Formative Evaluation- The Board President shall:
  - > *Ensure data for March formative evaluation has been calendared.*
  - > *Ensure that the date affords the Superintendent sufficient time to gather the data and present findings during executive closed session.*
- e. Summative Evaluation- The Board President shall:
  - > *Ensure the date for the October summative evaluation has been calendared.*
  - > *Ensure that the date affords the Superintendent sufficient time to gather the data and present findings during executive closed session.*
- f. Board Members will review Superintendent evaluation data, without the superintendent present, during in Executive Session.
- g. When the evaluation review is completed, the Board President will bring the Superintendent into the session and address the evaluation. This conversation will afford the Superintendent the opportunity to respond to any Board Member concerns or address any Board Member questions.
- h. The Board will return to Open Session to make vote on the superintendent's evaluation.
- i. The completed, dated evaluation will be signed by the all Board Trustees.
- j. As part of the summative process, the Board will also make a recommendation regarding any raise deemed appropriate for the Superintendent, considering the Superintendent's performance, the District's financial condition, and the raises being recommended for other staff. The Board may also recommend extension of the Superintendent's contract. Though proposed changes may be discussed in Executive Session, the Board must make any motions and take any votes regarding these changes in Open Session.

## D. Approving the District Budget

The Board of Trustees is responsible for approving the Annual Budget for the District aligned to the Lone Star Governance Framework by June 30. Trustees are responsible for adopting a budget that aligns to board goals and constraints. The superintendent shall illustrate how budgetary resources are allocated to achieve the board adopted goals and constraints. This can occur through budget workshops, board meeting presentations or budget memos.

Trustees are encouraged to attend budget training provided by external resources such as TASB and review "B" and "C" series policies related to school board budgets.

## E. Board's Responsibility Regarding Policy Review

The District's policy manual is organized into seven sections, each devoted to a separate area of District governance:

- A — Basic District Foundations
- B — Local Governance
- C — Business and Support Services
- D — Personnel
- E — Instruction
- F — Students
- G — Community and Governmental Relations

## HOUSTON INDEPENDENT SCHOOL DISTRICT

Each policy in the manual is assigned an alphabetical code consisting of two to four letters. The first letter is always the letter of the governance section the policy falls under. Legally referenced “(LEGAL)” policies track the language of the U.S. and Texas Constitutions; federal and state statutes, including the Texas Education Code; attorney general opinions; the Texas Administrative Code, including Commissioner’s and State Board of Education rules; and other sources of authority defining the legal context for local school district governance and management.

All legally referenced policies have the designation “(LEGAL)” in the upper right corner of each page directly below the alphabetical code, and again in the lower left corner.

Legal policies are NOT adopted by the Board. These documents are snapshots of often rapidly evolving law and are intended to inform decision-makers, and others, of the legal context in which a school district conducts business. Some lag will occur between the enactment of new law and its reflection in the manual. Current law will supersede any out-of-date (LEGAL) policy as outlined in Board Policy BF(LOCAL).

Local policies are identified by the designation (LOCAL) directly below the alphabetical code, in the upper right corner of each page and again in the lower left corner. Local policies that are preceded by a (LEGAL) policy in the same code generally expand on, or qualify the directives or options provided in the associated legal policy. Other (LOCAL) policies stand alone, reflecting the Board’s intentions in areas not otherwise addressed by law.

Administrative Regulations assist in implementation of policy and are developed by the administration. These documents are identified by the designation (REGULATION) directly below the code in the upper right corner. Regulations are not adopted by the Board. Regulations can provide detailed guidelines, descriptions, practices, and/or procedures for district operation.

Exhibits can be forms to be completed by district students, parents, staff or the public; or charts, tables, or illustrations that accompany policies or regulations. Some exhibits are promulgated by legal authority. While not adopted by the Board, they are included in the district’s policy manual to assist in the implementation of policy. Exhibits have the designation (EXHIBIT) directly below the code, in the upper right corner. Multiple exhibits under the same code are usually preceded by a cover page listing the various exhibits.

The usual sequence of materials, should all four documents be found at a given code, is (LEGAL), followed by (LOCAL), followed by (REGULATION), and then by (EXHIBIT).

HISD subscribes to the policy services offered by the Texas Association of School Boards (TASB). This service provides the district with at least quarterly updates of recommended legal policy changes based on the changes in laws in regulations.

In addition, the Board shall encourage the superintendent to authorize a formal review of district policies every five (5) years to identify outdated policies or policies which have been transcended by newer policies. This may be done in an established process which cycles through the policies so that different sections are up for review at different times in whatever manner seems to be

## HOUSTON INDEPENDENT SCHOOL DISTRICT

most efficient for the administration. Board members who note needed changes in policies based on actual practice should bring those items to the administration's attention.

### **F. Board Goals, Superintendent Goal Progress Measures, Superintendent Constraints, Superintendent Constraint Progress Measures, and Board Self- Constraints**

- a. Utilizing the Lone Star Governance Framework, the board will adopt no less than three and no more than five Student Outcome Goals. Goals are intended to provide the superintendent with the vision and values representing the community in terms of student outcomes. Each goal will identify the population, measurement tool, the baseline, the target, the deadline as well as annual targets for the duration of the goal. The board will also identify annual targets and deadline targets for all subpopulations applicable to the goal. It is recommended the board goals last no more than a five-year period.
- b. To assist the superintendent in the operational management of the district while working to achieve the Board outcome goals, Board Members will develop one to three Superintendent constraints outlining specifically what the board does not want to allow to happen during the implementation process. Superintendent constraints are written as:
  - The Superintendent shall not.....
  - The superintendent will develop constraint progress measures and report to the board progress for each a minimum of one time per year.
- c. Finally, Board members will also develop (a minimum of one not more than three) Board Self- Constraints. These constraints goals will align with the board goals and will be written in a format similar to that of Superintendent Constraint:
  - The board shall not.....
  - Board Self-Constraints will be reviewed annually, prior to the Superintendent's summative evaluation.
- d. To provide feedback regularly to the board towards the superintendents' progress in achieving the board student outcome goals and superintendent constraints, the superintendent will:
  - Develop one to three Goal Progress Measures for each Board Student Outcome Goal and one to Three Constraint progress Measures for each Board Constraint. Both progress measures must include the population, measurement tool, baseline, target, and deadline. The Superintendent will also identify annual targets and deadline targets for all subpopulations applicable to the goal or constraint.
  - Develop a 3-5-year monitoring calendar to inform the board which months the superintendent will report their progress for each goal, constraint, goal progress measure, constraint progress measures, as well as board self-evaluation timelines, and superintendent evaluation timelines (See Addendum G- Sample Monitoring Calendar and Monitoring Report).
  - Develop a systematic monitoring report showing the following (See Addendum H- Sample Monitoring Calendar and Monitoring Report):
    - > *The goal or constraint being monitored*
    - > *The Goal Progress Measure or Constraint Progress Measure being monitored to include:*
      - *previous three reporting periods,*
      - *the current reporting period,*

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- *annual targets and*
- *deadline target.*
- > *Superintendents evaluation of each goal and constraint progress measure, and*
- > *Superintendent next steps*

### Emergency/Crisis Constraints

During an emergency or crisis resulting in the disruption of normal operations of the district (over a three-month period), the board may:

- Suspend all operations related to the developed Student Outcome Goals, progress monitoring calendar, and reports.
- Develop emergency constraints to guide the superintendent and the superintendent may develop and report on emergency progress measures.

### G. Board Member Training

All board members must annually satisfy the training requirements required by the State of Texas. These requirements are outlined in Board Policy BBD (Legal) (See Addendum I- Board Member Training)

Additionally, the entire Board, including all Board members, must participate with the Superintendent in team-building sessions as follows:

- Annually in January, or no later than the second regular Board meeting of the calendar year;
- Within 30 days of any change in Board membership or hiring a new Superintendent; and
- At any time determined by the Board.

The annual January team-building session must be:

1. Facilitated by a regional education service center or any registered provider; and
2. At least three hours in length, as provided by state law. [See BBD (LEGAL)]

The Board shall annually assess the need for additional teambuilding sessions at the first team-building session of the calendar year and prepare a calendar of sessions based on this assessment. Team-building sessions occur at special board meetings designated for that purpose.

In addition to the continuing education required by the State of Texas, new board members will attend required training on the Lone Star Governance Continuous Improvement Framework.

The cost of the training of the Board will follow the guidelines detailed under Board Operations, “D”, Board Budget, in this manual.

All Board Members while attending HISD reimbursed/paid conferences or training sessions are encouraged to attend as many of the available continuing education opportunities as possible.

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Regularly occurring training opportunities available for board members include:

MONTH	EVENT	WEBSITE
JANUARY		
FEBRUARY	Mexican American School Boards Association (MASBA) Texas Association of Black School Educators (TASBE)	<a href="https://masbatx.org/">https://masbatx.org/</a> <a href="https://www.tabse.net/">https://www.tabse.net/</a>
MARCH		
APRIL	National School Board Association (NSBA) Council of Urban Boards of Education (CUBE) National Association of Black School Educators (NASBE)	<a href="https://www.nsba.org/">https://www.nsba.org/</a> <a href="https://www.nsba.org/Events/CUBE-Annual-Conference">https://www.nsba.org/Events/CUBE-Annual-Conference</a> <a href="https://www.nabse.org/">https://www.nabse.org/</a>
MAY		
JUNE	Texas Association of School Boards (TASB) Summer Leadership Institute	<a href="https://www.tasb.org/">https://www.tasb.org/</a>
JUNE		
JULY		
AUGUST		
SEPTEMBER		
OCTOBER	Gulf Coast Association of School Boards (GCASB) Texas Association of School Board (TASB) Council of Great City Schools (CGCS)	<a href="https://www.cgcs.org/domain/16">https://www.cgcs.org/domain/16</a> <a href="https://www.tasb.org/home.aspx">https://www.tasb.org/home.aspx</a> <a href="https://www.cgcs.org/">https://www.cgcs.org/</a>
NOVEMBER		
AS SCHEDULED	Center for Reform of School Systems (CRSS)	<a href="http://crss.org/">http://crss.org/</a>

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**H. Board Member Representation in Community Functions****1. Houston ISD Education Foundation Board**

Every June, the Board of Trustees will nominate a current Board Member, or designee, to represent the Board of Trustees on the Houston Education Foundation Board. This nominee will be expected to attend the meetings of the Education Foundation Board and report back to the Board as a whole any important news or activities of the Foundation.

**2. Harris County Appraisal District**

As appropriate, the Board of Trustees will consider nominating a current Board Member, or designee, to serve on the Harris County Appraisal District. This nominee will serve the nomination term by attending meetings of the Harris Appraisal District and reporting back to the Board as a whole any important news or activities of TAD.

**5. Houston Economic Development Board**

The Board President, or designee, will represent the Board of Trustees on the Houston Economic Development Board and will attend meetings as needed. The representative will be expected to report to the Board as a whole as needed.

**6. Houston Chamber of Commerce Governmental Affairs Committee**

Every December, the Board of Trustees will nominate a current Board Member, or designee, to represent the Board of Trustees on the Houston Chamber of Commerce Governmental Affairs Committee. This nominee will be expected to attend the meetings of the committee and report back to the Board as a whole any important news or activities of the Houston Chamber Governmental Affairs Committee.



## BOARD OPERATIONS

### A. Board Member Officer Elections

At the first regular meeting each January, the Board shall reorganize, electing its officers for one-year terms. The officers of the Board consist of a President, a First Vice President, a Second Vice President, a Secretary, and an Assistant Secretary who shall be members of the Board. Officers shall be elected by majority vote of the members present and voting at the meeting. A vacancy among officers of the Board shall be filled by majority action of the Board. Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

Election of Board Officers is governed by Board Policies BDAA (Legal) and BDAA (Local), and shall adhere to the following process:

- Any Board Member who seeks to be elected to a specific officer position will notify the Board Counsel by \_\_\_\_\_. Upon receiving notice that a Board Member seeks election to be an officer, the Board Counsel will promptly notify the other Board Members of the intent of the Board Member.
- A Board Member may choose to withdraw his/her name from consideration for an office by notifying the Board Counsel, who will then notify all Board Members, at any time up until the election is conducted.
- The January Board Meeting will include a provision during executive/closed session for the purpose of reconstituting the officers of the Board.
- During the executive/closed session, the Board will deliberate the duties and qualifications of the board officer positions. At this time newly appointed board members can express their interest to serve in an officer position.
- When reconvened in open session, in compliance with the Texas Open Meetings Act, the Board President will entertain nominations of members for officers. A nomination requires a second. The Board will vote for each office in turn, beginning with the Board President. If there is more than one nominee for a position, candidates will be voted on in the order of their nomination.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

- The current Board President will preside over the election of the Board President. Following the election of the Board President, the newly elected Board President will officiate the election process for the remaining officer positions.
- Newly elected officers will assume responsibility for their office immediately upon election to the Board Office.

### B. Role and Authority of Officers

In addition to the duties required by law, the President of the Board shall:

1. Preside at all Board meetings unless unable to attend.
2. Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.
3. Secure the resolution of complaints concerning Board members.
4. Maintain order at meetings and inform the audience that no demonstrations shall be permitted; recess any meeting to clear the Boardroom at any time if necessary, to maintain order.
5. Oversee and report to the Board on the Superintendent's compliance with the monitoring system found in policy AF (LOCAL) [hot link here](#).

The First Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Become President only upon being elected to the position.

The Second Vice President of the Board shall:

1. Act in the capacity and perform the duties of the First Vice President of the Board in the event of the absence or incapacity of the First Vice President.
2. Become First Vice President only upon being elected to the position.

The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

The Assistant Secretary shall act as the Secretary in the absence of the Secretary and shall perform all duties and exercise all functions of the Secretary.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**C. Board Member Replacement**

Vacancies on the Board may and do occur at other times than at term-end. Trustee vacancies may occur if a Trustee moves out of the School District, moves out of his/her geographic single-member district, resigns for personal reasons, encounters sudden death or illness, or presents some other valid reason to resign. Notification of resignation must be in writing and submitted to the Board President. The Board President shall place the resignation on the agenda of the next scheduled meeting of the Board, or a special meeting, for acceptance by the Board. A vacancy occurs on the date a Board member's resignation is accepted by the Board or on the eighth day after the date of its receipt by the Board, whichever is earlier.

When a board member resigns from office with time remaining in his /her term, the remaining members have two options:

- 1) Fill the vacancy by appointment until the next regular school board election, or
- 2) Fill the vacancy by special election for the unexpired term.

If the Board decides to fill the vacancy by appointment, the Board must do so not later than 30 days after the creation of the vacancy. The appointee serves until the next regular election of the Board, at which time the board must hold a special election for any unexpired term. If the Board decides to fill the vacancy by special election, the special election must be conducted not later than 90 days after the creation of the vacancy on an authorized uniform election date occurring within the 90-day time period. If no uniform date falls within the 90-day time period, the Board must fill the vacancy by appointment within the 30-day deadline.

**D. Board Budget and Travel**

1. The individual Trustee food and travel budgets are maintained in the Board Services Budget that will cover the cost of training and education of the Board of Trustees, memberships for education related entities, and other necessary expenses.
2. Board Services will coordinate meeting registration, hotel, travel to and from destination, ground transportation, food, and incidentals costs associated with training opportunities covered within the board budget. All personal costs will be the responsibility of Board Members. (See Policy BBG Local and Regulation)



## NEW BOARD MEMBER ORIENTATION

1. The Superintendent will meet with each new board member or groups of board members, less than a quorum, as soon as practical after joining the Board. The Superintendent will review the on-boarding process that has been developed in accordance and alignment with board goals and the strategic priorities.
2. The purpose of the onboarding process is to orient each new trustee to the core departments and initiatives of our district, to provide relevant district context to inform trustee work as stewards for Houston ISD and to develop a greater understanding of the scope of the district's current work and the Superintendent's supervisory responsibilities.
  - a. Topics included in the On-Boarding process are: Academics (Curriculum and Instruction, Special Populations, Digital Learning, Teacher and Administrator Appraisals and Professional Development), Strategy and Innovation, Finance, Human Resources, Business Operations, Technology and Legal Services.
  - b. The Superintendent will arrange for new board members to meet with her/him and key staff members to engage in the on-boarding process.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

## ADDENDUM A

District:

Date:

SUPERINTENDENT EVALUATION							
STUDENT OUTCOME GOAL and GOAL PROGRESS MEASURES	TARGET	ACTUAL	MET or 2/3 MET	CONSTRAINT and CONSTRAINT PROGRESS MEASURES	TARGET	ACTUAL	MET or 2/3 MET
Student Outcome Goal 1				Constraint 1			
Goal Progress Measure 1.1				Constraint Progress Measure 1.1			
Goal Progress Measure 1.2				Constraint Progress Measure 1.2			
Goal Progress Measure 1.3				Constraint Progress Measure 1.3			
Constraint 2				Constraint 2			
Goal Progress Measure 2.1				Constraint Progress Measure 2.1			
Goal Progress Measure 2.2				Constraint Progress Measure 2.2			
Goal Progress Measure 2.3				Constraint Progress Measure 2.3			
Student Outcome Goal 1				Constraint 3			
Goal Progress Measure 3.1				Constraint Progress Measure 3.1			
Goal Progress Measure 3.2				Constraint Progress Measure 3.2			
Goal Progress Measure 3.3				Constraint Progress Measure 3.3			
Constraint 4				Constraint 4			
Goal Progress Measure 4.1				Constraint Progress Measure 4.1			
Goal Progress Measure 4.2				Constraint Progress Measure 4.2			
Goal Progress Measure 4.3				Constraint Progress Measure 4.3			
Student Outcome Goal 1				Constraint 5			
Goal Progress Measure 5.1				Constraint Progress Measure 5.1			
Goal Progress Measure 5.2				Constraint Progress Measure 5.2			
Goal Progress Measure 5.3				Constraint Progress Measure 5.3			

By signing below, I affirm that the information being evaluated is complete and accurate			
	Board President	Targets Met	
	Board Secretary	Targets Not Met	
	Superintendent	% Targets Met	

EVALUATION NOTES
<p>Superintendent summative evaluation targets are considered met if the Student Outcome Goal or Constraint is met OR 2/3 of the respective GPMs or CPMs are met.</p> <p>Superintendent performance is considered met if 75% or more summative evaluation targets are met.</p> <p>If 75% of the evaluation targets are not met, The Board will use their own judgement for performance based upon the Monitoring Reports received and voted on according to the Monitoring Calendar.</p>

## HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston ISD  
101912

SUPERINTENDENT  
EVALUATION

BJCD  
(LEGAL)

**Employment and  
Evaluation**

The board shall adopt a policy providing for the employment and duties of district personnel. The employment policy must provide that the board employs and evaluates the superintendent. *Education Code 11.1513(a)(1)* [See DC]

**Appraisal Process**

A board shall appraise a superintendent annually using either:

1. The commissioner of education's recommended appraisal process and criteria; or
2. An appraisal process and performance criteria that are:
  - a. Developed by the district in consultation with the district- and campus-level committees; and
  - b. Adopted by the board.

*Education Code 21.354(c)*

In addition to other procedures and criteria determined by the board, the commissioner's recommended appraisal process and criteria shall include, at a minimum, an annual evaluation of the superintendent and a student performance domain. Completion of the Lone Star Governance superintendent evaluation may satisfy these requirements. *19 TAC 150.1031(b)–(c)*

Annual  
Performance Report

The information in the annual report describing the educational performance of a district [see AIB] shall be a primary consideration of the board in evaluating the superintendent. *Education Code 39.307(3)(C)*

**Penalty for  
Noncompliance**

Funds of the district may not be used to pay a superintendent who has not been appraised in the preceding 15 months. *Education Code 21.354(d)*

**Confidentiality**

A document evaluating the performance of a superintendent is confidential and is not subject to disclosure under the Public Information Act, Government Code Chapter 552. [See GBA]

A district may give the Texas Education Agency (TEA) a document evaluating the performance of a superintendent employed by the district for purposes of an investigation conducted by TEA. A document provided to TEA remains confidential unless the document becomes part of the record in a contested case under the Administrative Procedure Act, Government Code Chapter 2001.

Except as provided by a court order prohibiting disclosure, a document provided to TEA may be used in a disciplinary proceeding against a superintendent if the document may be admitted under rules of evidence applicable to a contested case under Government Code 2001.081.

*Education Code 21.355*

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston ISD  
101912

SUPERINTENDENT  
EVALUATION

BJCD  
(LOCAL)

EVALUATION  
INSTRUMENT

The instrument used to evaluate the Superintendent shall be based on the Superintendent's job description [see BJA(LOCAL)] and performance goals and shall be adopted by the Board.

WRITTEN EVALUATION

The Board shall prepare a written evaluation of the Superintendent annually or at more frequent intervals.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in closed meeting.

OBJECTIVES

The Board shall strive to accomplish the following objectives in conducting the Superintendent's written evaluation:

1. Clarify to the Superintendent his or her role, as seen by the Board.
2. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.
3. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities.
4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.
5. Ensure administrative leadership for excellence in the District.

SELF-EVALUATION

The Superintendent shall also complete a self-evaluation using the Superintendent's appraisal instrument.

INFORMAL  
EVALUATION

The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston ISD  
101912

SUPERINTENDENT  
EVALUATION

BJCD  
(EXHIBIT)

PROCEDURES FOR APPRAISAL OF SUPERINTENDENT  
RECOMMENDED BY THE COMMISSIONER

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**Note:** The following procedures, which are recommended but not required by the Commissioner, may be used in whole or in part for the Superintendent's evaluation.

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The Board shall establish an annual calendar providing for the following activities, in which both the Board and the Superintendent shall participate:

1. Procedures for setting goals that define expectations and set priorities for the Superintendent.
2. Formative conference.
3. Summative conference.

The Superintendent shall be involved in developing, selecting, or revising the appraisal instrument and process.

*19 TAC 150.1022*

Student performance shall be a part of locally developed appraisal instruments for Superintendents as specified in Education Code 39.054. *19 TAC 150.1022(e)*

A student performance domain shall be included in the appraisal of the Superintendent as follows: "The Superintendent promotes improvement of the performance of students in the District through activities such as comparing disaggregated student performance results to state accountability standards and to prior year performance."

The domains and descriptors used to evaluate the Superintendent may also include:

1. Instructional management.
2. School or organization morale.
3. School or organization improvement.
4. Personnel management.
5. Management of administrative, fiscal, and facilities functions.
6. Student management.
7. School or community relations.
8. Professional growth and development.
9. Student achievement indicators and campus performance objectives.
10. Board relations.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston ISD  
101912

SUPERINTENDENT  
EVALUATION

BJCD  
(EXHIBIT)

In developing the appraisal instrument, the Board shall use the Superintendent's job description as applicable.

*19 TAC 150.1021*

The Board may implement a process for collecting staff input for evaluating the Superintendent. If such a process is implemented for use in the Superintendent's evaluation, staff input shall not be anonymous.

Before conducting the Superintendent's appraisal, Board members shall have evidence of training in appropriate personnel evaluation skills related to the locally established criteria and process.

The District, with the approval of the Board, may select the Commissioner-recommended student performance domain for Superintendents or may develop an alternative process in consultation with the District- and campus-level committees and adopted by the Board. If the District uses the Commissioner-recommended student performance domain, it shall meet the following requirements:

1. The Superintendent shall be required to attend an orientation approved by the Commissioner;
2. The results on the Commissioner-recommended student performance domain shall be incorporated into the local appraisal instrument;
3. The results on the Commissioner-recommended student performance domain shall be a primary consideration of the Board in evaluating the Superintendent;
4. For a Superintendent new to the District, the results from the Commissioner-recommended student performance domain shall be on a "report only" basis during the first year. Dropout and attendance data for the Superintendent shall be on a "report only" basis for the first two years.

*19 TAC 150.1022*

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## ADDENDUM B

### Texas Open Meeting Act



## OVERVIEW OF THE TEXAS OPEN MEETINGS ACT ("OMA" OR "ACT")

### GENERAL PROVISIONS

#### What are the general requirements of the Act?

Except for a few circumstances, the Act requires that all regular, special, or called meetings of a governmental body be open to the public. A "meeting" includes any gathering where a quorum is present and public business is discussed. Furthermore, the Act requires that advance written notice be given for each meeting of a governmental body.

#### What is a "meeting" under the Act?

The Act applies to "every regular, special, or called meeting of a governmental body" where a quorum of its members deliberate over any issue of public business or public policy over which the governmental body has jurisdiction. TEX. GOV'T CODE §§ 551.001(4) and 551.002. A quorum is a majority of the authorized membership of the body. See Tex. Att'y Gen. Op. No. JM-1127 (1989). Vacancies on the board do not reduce the number required for a quorum. See Tex. Att'y Gen. Op. No. MW-562 (1982).

The Act specifically defines "meeting" as:

- a deliberation between a quorum of a governmental body, or between a quorum of a governmental body and another person,
- during which public business or public policy over which the governmental body has supervision or control is discussed or considered, or
- during which the governmental body takes formal action; or
- a gathering: (i) that is conducted by the governmental body or for which the governmental body is responsible; (ii) at which a quorum of members of the governmental body is present; (iii) that has been called by the governmental body; and (iv) at which the members receive information from, give information to, ask questions of, or receive questions from any third person, including an employee of the governmental body, about the public business or public policy over which the governmental body has supervision or control.

TEX. GOV'T CODE §551.001(4).

## HOUSTON INDEPENDENT SCHOOL DISTRICT

Thus, even if no action is taken or words spoken by board members, the body may be subject to the Act when a quorum merely listens to a third party speak at a gathering the governmental body conducts or for which the governmental body is responsible (unless there is an exclusion under the OMA or other law).

The term “meeting” does not include the gathering of a quorum of a governmental body at a social function unrelated to the public business that is conducted by the body, the attendance by a quorum of a governmental body at a regional, state, or national convention or workshop, ceremonial event, or press conference, or the attendance by a quorum of a governmental body at a candidate forum, appearance, or debate to inform the electorate, if formal action is not taken and any discussion of public business is incidental to the social function, convention, workshop, ceremonial event, press conference, forum, appearance, or debate. *Id.*, §551.001(4)(B).

### Is Location Relevant? (Challenges of New Technologies)

The definition of “meeting” does not turn on the location of the gathering. Informal gatherings of a quorum in a bathroom and a barn have been found to be subject to the Act. See *Acker v. Texas Water Comm.*, 790 S.W.2d 299 (Tex. 1990); *Bexar Medina Atascosa Water Dist. v. Bexar Medina Atascosa Landowners’ Ass’n*, 2 S.W.3d 459 (Tex. App. – San Antonio 1999, pet. den.). In *Bexar*, 2 S.W.3d at 462, five of seven board members attended an “informational” meeting for farmers and landowners at a barn owned by one of the board members. “Although the board members did not discuss business among themselves, it was only necessary for their communication to occur between themselves and the other people” in attendance for the Act to apply. The unpublicized meeting violated the OMA.

Microblogs (e.g., Twitter), social media websites (e.g., Facebook), text messaging, and instant messaging, raise new issues for consideration by the Attorney General, the courts and the Legislature. The Senate Committee on State Affairs prepared and submitted an Interim Report to the 82nd Legislature in response to concerns on how advances in technology and increased use of social media affect the communications of governmental bodies. Under the current interpretations of the Act, a quorum would exist if a majority of the governmental body discusses public business on a Facebook wall or via successive text or email messages. Although the legislature has not yet enacted any laws to specifically address the concerns, it has authorized governmental bodies to communicate through an online message board under Section 551.006 of the Act (discussed later in this outline). The Legislature also has amended Section 551.128 of the Act to require certain entities to maintain archived copies of recordings of meetings on publicly accessible video-sharing or social networking sites (discussed later in this outline).

### Does the definition of “meeting” apply to subcommittee meetings of a governing board?

Although the statutory definition of “meeting” excludes gatherings of less than a quorum, the Attorney General has concluded that a subcommittee of a board may be subject to the Act if the board has granted authority to the subcommittee to supervise or control public business or public policy. See Tex. Att’y Gen. Op. No. JC-0060 (1999) (“evaluation committee” was more than advisory because it had the authority to negotiate with private parties regarding proposed contract).

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**What is a “deliberation”?**

The Act defines “deliberation” as a verbal exchange between a quorum of a governmental body, or between a quorum of a governmental body and another person, concerning an issue within the jurisdiction of the governmental body. See TEX. GOV’T CODE § 551.001(2). “Deliberation” is synonymous with “discussion.” *BMA v. Bexar Medina Atascosa Landowners’ Assn*, 2 S.W.3d 459 at 461 (Tex. App—San Antonio, 1999). “The key is whether the verbal or written exchange is about “an issue within the jurisdiction” of the governing body. Deliberation” does not contain any element of action or decision-making. *Id.*

Note that deliberation can take place through written or verbal communications. Thus, board members must be careful about responding to email communications, writing letters that have not been authorized by the board at an open meeting, or engaging in other forms of written or verbal exchanges [in numbers of a quorum or greater outside of a board meeting](#).

**Must all meetings be open to the public?**

All regular, special, or called meetings must be open to the public, unless the Act specifically permits the meeting to be closed to the public. See TEX. GOV’T CODE § 551.002. Any time a quorum of a governing body meets and deliberates about an issue within the jurisdiction of the governing body, the meeting must be properly posted, must be open to the public, and must be recorded. Subchapter D of the Act describes the exceptions permitting a closed meeting. These exceptions are discussed later in this outline.

**Does the Open Meetings Act require governing bodies to give the public an opportunity to speak at a public meeting?**

In 2019, the Texas Legislature amended the Act to add Section 551.007, which provides that “a governmental body shall allow each member of the public who desires to address the body regarding an item on an agenda for an open meeting of the body to address the body regarding the item at the meeting before or during the body’s consideration of the item”. A governmental body may make reasonable rules limiting the total amount of time a member of the public may address the body on a given item. A rule that limits the amount of time that a member of the public may address the governmental body must provide that a member of the public who addresses the body through a translator must be given at least twice the amount of time as a member of the public who does not require the assistance of a translator in order to ensure that non-English speakers receive the same opportunity to address the body. Additionally, a governmental body may not prohibit public criticism of the governmental body, including criticism of any act, omission, policy, procedure, program, or service. This does not apply to public criticism that is otherwise prohibited by law.

Issues raised by the public may not be discussed by board members if they are not on the agenda. Board members have four options when a member of the public speaks: (1) say nothing; (2) briefly respond with a statement of specific factual information; (3) recite an existing policy; or (4) propose placing the item on a future agenda for discussion. See TEX. GOV’T CODE § 551.042.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**What kind of record must be kept of a meeting?**

Section 551.021 of the Act requires that a governmental body keep either a tape recording or minutes of each open meeting. If the governmental body chooses to keep minutes rather than a tape recording of the meeting, the minutes must reflect the subject matter of each item discussed or deliberated, and they must reflect each vote, order, decision, or other action taken by the governmental body.

These minutes or tape recording of the open meeting are considered a public record and are subject to the Texas Public Information Act, Chapter 552 of the Texas Government Code. They must be made available for public inspection and copying as required by the Public Information Act.

Either a “certified agenda” or an official tape recording must be kept of the proceedings of each closed meeting, except for a board’s private consultation with its attorney as permitted under section 551.071. See TEX. GOV’T CODE § 551.103(a). A certified agenda must include a statement of the subject matter of each item discussed in closed session, not just each item scheduled for discussion. The tape or certified agenda must be maintained by the governmental body, and its disclosure is prohibited absent a court order. This record provides a method of verifying in court proceedings that the board complied with the requirements of the Open Meetings Act. See TEX. GOV’T CODE §§ 551.103, 551.104; Tex. Att’y Gen. Op. No. JM-840 (1988).

Section 551.128 of the Act requires school districts with student enrollments of 10,000 or more to make a video and audio recording of reasonable quality of (1) each regularly scheduled meeting that is not a work session or special called meeting and (2) each open meeting that is a work session or special called meeting, if at that meeting, the board votes on any matter or allows public comment or testimony. The recording must be archived on the school district’s website not later than seven days after the recording was made and must remain on the website for at least two years.

School districts may additionally broadcast the open portions of their meetings over the Internet or on television.

**When and how may a board hold an emergency meeting or consider emergency items?**

In “emergencies” or instances urgent public necessity, Section 551.045 of the Act permits the meeting notice, or an addition to a previously posted meeting, to be posted only one hour before a meeting is convened, rather than the usual 72 hours before the meeting. The meeting, or addition to the meeting, must be for the purpose of taking action directly related to the emergency.

Emergency meetings require that: (1) an emergency actually exist; (2) the notice clearly identify the existing emergency; and (3) the board take action only on matters directly related to the emergency, or in the case of a supplemental notice, only on the emergency and any items that were contained in the original notice (if posted within the required 72 hours). If the notice does not identify the emergency, the meeting will be invalid even if an emergency exists. See *Markowski v. City of Marlin*, 940 S.W.2d 720, 724 (Tex. App.—Waco 1997); *Piazza v. City of Granger*, 909 S.W.2d 529 (Tex. App. – Austin 1995, no writ).

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In 2019, the legislature provided a clearer definition of “emergency” and provided a list of the types of events that constituted an emergency. An emergency or an urgent public necessity exists only if immediate action is required of a governmental body because of:

- a. an imminent threat to public health and safety; or
- b. a reasonably unforeseeable situation, including: (A) a fire, flood, earthquake, hurricane, tornado, or wind, rain, or snow storm; (B) a power failure, transportation failure, or interruption of communication facilities; (C) an epidemic; or (D) a riot, civil disturbance, enemy attack, or other actual or threatened act of lawlessness or violence.

The notice must clearly identify the emergency or urgent public necessity for calling the meeting in the notice so that a member of the public would know from the posting the specific nature of the emergency. At the opening of the meeting, the presiding officer should announce that an emergency exists and explain the nature of the emergency.

The determination of whether the meeting constituted an emergency and complied with the OMA is subject to judicial review.

## NOTICE & POSTING REQUIREMENTS

The Texas Open Meetings Act requires written notice of the (1) date, (2) hour, (3) place and (4) subject of each meeting. See TEX. GOV'T CODE § 551.041. The notice must be sufficient to inform the public of the subjects that will be considered during both the open and closed portions of the meeting.

### How must the notice be posted?

Section 551.043 requires that notice of all meetings be posted in a place readily accessible to the general public at all times for at least 72 hours before the scheduled time of the meeting. A school district must also have a notice posted on a bulletin board located at a place convenient to the public in its central administrative office and must give notice by telephone, fax, or email to any news media requesting such notice and agreeing to pay all expenses incurred by the district in providing special notice. Additionally, the Act requires school districts, and certain other governmental bodies, to post notice on their Internet websites if the entity maintains an Internet website.

The 72-hour notice requirement is relaxed to one hour under the Act when providing notice of an “emergency” meeting or an “emergency” addition to the agenda. See above for a fuller discussion.

### When can a board consider matters that are raised spontaneously or raised at the hearing of citizens?

Sometimes a board member or member of the public will ask a question or make a comment on a subject that has not been posted. The requirement for giving notice of a subject to be considered does not apply to matters about which specific factual information or a recitation of existing policy is furnished in response to an inquiry made by a board member or by a member of the general public at a meeting. However, any deliberation, discussion, or decision

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among board members concerning the subject about which inquiry was made must be limited to a proposal to place such subject on the agenda for a subsequent meeting for which notice has been provided. See TEX. GOV'T CODE § 551.042.

### MEETINGS BY TELEPHONE AND/OR VIDEO CONFERENCE

#### Teleconference Calls (telephone attendance)

School boards may hold open or closed telephone conference call meetings only if an emergency or urgent public necessity exists as defined by the Act and if the convening at one location of a quorum of a governmental body is difficult or impossible. See TEX. GOV'T CODE § 551.125. The telephone meeting is subject to the same notice requirements for other meetings (i.e., 1 hour notice for emergency meetings). The notice must specify as the location of the meeting the location where meetings of the school board are normally held.

The open portions of the meeting are required to be audible to the public at the location specified in the notice and must be recorded. The recording must be made available to the public. The Act also requires the location of the meeting to be set up to provide two-way communication during the entire conference call and the identity of each party to the conference call to be clearly stated prior to speaking.

#### Videoconference Calls

A meeting may be held by videoconference call only if a quorum of the school board is physically present at one location of the meeting unless the school district extends into three or more counties. See TEX. GOV'T CODE § 551.127. A board member or employee of a school district may participate remotely in a meeting of the school district by means of a videoconference call if the video and audio feed of the member's or employee's participation, as applicable, is broadcast live at the meeting and otherwise complies with the Act's provisions on videoconferencing.

A board member of a governmental body who participates in a meeting by videoconference shall be counted as present at the meeting for all purposes. A board member who participates in a meeting by videoconference call shall be considered absent from any portion of the meeting during which audio or video communication with the member is lost or disconnected. The school district may continue the meeting only if a quorum of the body remains present at the meeting location.

A meeting held by videoconference call is subject to the notice requirements applicable to other meetings in addition to the notice requirements prescribed by the Act specifically for videoconference calls.

The notice of a meeting to be held by videoconference call must specify as a location of the meeting the location where a quorum of the governmental body will be physically present and specify the intent to have a quorum present at that location.

Each portion of a meeting held by videoconference call that is required to be open to the public must be visible and audible to the public at the location specified in the meeting

## HOUSTON INDEPENDENT SCHOOL DISTRICT

notice. If a problem occurs that causes a meeting to no longer be visible and audible to the public at that location, the meeting must be recessed until the problem is resolved. If the problem is not resolved in six hours or less, the meeting must be adjourned.

The governmental body shall make at least an audio recording of the meeting. The recording shall be made available to the public.

The location specified in the meeting notice, and each remote location from which a member of the governmental body participates, shall have two-way audio and video communication with each other location during the entire meeting. The face of each participant in the videoconference call, while that participant is speaking, shall be clearly visible, and the voice audible, to each other participant and, during the open portion of the meeting, to the members of the public in attendance at the physical location identified in the meeting notice and at any other location of the meeting that is open to the public.

The Department of Information Resources has specified minimum standards for audio and video signals at a meeting held by videoconference call. The quality of the audio and video signals perceptible at each location of the meeting must meet or exceed these standards.

The audio and video signals perceptible by members of the public at each location of the meeting must be of sufficient quality so that members of the public at each location can observe the demeanor and hear the voice of each participant in the open portion of the meeting.

Without regard to whether a member of the governmental body is participating in a meeting from a remote location by videoconference call, a governmental body may allow a member of the public to testify at a meeting from a remote location by videoconference call.

## WRITTEN ELECTRONIC COMMUNICATION ACCESSIBLE TO THE PUBLIC

Section 551.006 of the Act provides that a communication or exchange of information between members of a governmental body about public business or public policy over which the governmental body has supervision or control does not constitute a meeting or deliberation for purposes of the Act if:

- a. the communication is in writing;
- b. the writing is posted to an online message board or similar Internet application that is viewable and searchable by the public; and
- c the communication is displayed in real time and displayed on the online message board or similar Internet application for no less than 30 days after the communication is first posted.

### **Only One Message Board or Internet Application**

A governmental body may have no more than one online message board or similar Internet application to be used for the purposes described in the Open Meetings Act. The online message board or similar Internet application must be owned or controlled by the governmental body, prominently displayed on the governmental body's primary Internet web page, and no more than one click away from the governmental body's primary Internet web page.

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**Requires Specific Authorization**

The online message board or similar Internet application may only be used by members of the governmental body or staff members of the governmental body who have received specific authorization from a member of the governmental body. In the event that a staff member posts a communication to the online message board or similar Internet application, the name and title of the staff member must be posted along with the communication.

**Removal of Posting**

If a governmental body removes from the online message board or similar Internet application a communication that has been posted for at least 30 days, the governmental body shall maintain the posting for a period of six years. This communication is public information and must be disclosed in accordance with the Public Information Act.

**Cannot Be Used for Voting or Taking Action**

The governmental body may not vote or take any action that is required to be taken at a meeting under the Open Meetings Act by posting a communication to the online message board or similar Internet application. In no event shall a communication or posting to the online message board or similar Internet application be construed to be an action of the governmental body.

## CLOSED SESSIONS

**When may a board conduct a closed meeting?**

The Act permits boards to meet privately in certain circumstances. [The board must first convene the meeting in public even if the only item on the agenda is a closed session.](#) See TEX. GOV'T CODE § 551.101. The public has a right to know which members are present and whether a quorum exists. See *Martinez v. State*, 879 S.W.2d 54 (Tex. Crim. App. 1994). [The presiding officer must announce the section or sections under which the closed session will be held.](#) See TEX. GOV'T CODE § 551.101.

No final action may be taken in closed session. See TEX. GOV'T CODE § 551.102; *Cox Enterprises, Inc. v. Board of Trustees of Austin Indep. Sch. Dist.*, 706 S.W.2d 956 (Tex. 1986); Tex. Att'y Gen. Op. Nos. H-1198 (1978). Although the board may not vote in closed session, board members may still express their opinions on items and issues being discussed. See *Weatherford v. City of San Marcos*, 157 S.W.3d 473, 485 (Tex. App. – Austin 2004, pet. den.). The board must return to open session in order to vote on a matter deliberated in closed session.

Common exceptions permitting a closed session include the following:

- **To consult with legal counsel**

A closed meeting is permissible when the governmental body seeks the advice of its attorney about pending or contemplated litigation, a settlement, or “a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.” See

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TEX. GOV'T CODE, § 551.071. General discussion of policy or business matters, unrelated to legal matters, is not permitted merely because an attorney is present. See Tex. Att'y Gen. Op. No. JC-0233 (2000).

- **To deliberate about real property**

This exception is designed to protect the entity's interests when it is negotiating in the marketplace: "The real estate exception was created to keep a governmental entity from having to 'telegraph its punch' in an open meeting to the detriment of the taxpayers, not to use as a blank check to cut a deal in private, devoid of public input or debate." See *Finlan v. City of Dallas*, 888 F.Supp. 779, 787 (N.D. Tex. 1995); see also *Springs Alliance v. Austin Indep. Sch. Dist.*, 973 S.W.2d 378 (Tex. App. - Austin 1998, no writ).

- **To deliberate personnel matters**

The statute permits boards to meet in closed session to deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. This exception does not apply if the officer or employee, who is the subject of the deliberation or hearing, requests a public hearing. See TEX. GOV'T CODE § 551.074.

This exception applies only when the board discusses a particular officer or employee, not a whole class of employees. See Tex. Att'y Gen. Op. No. H-496 (1975).

This exception applies to board members as well as employees. For example, the board may deliberate the selection of board officers in closed session; however, the decision must be made in open session. See *Board of Trustees of Austin Indep. Sch. Dist. v. Cox Enterprises, Inc.*, 679 S.W.2d 86 (Tex. App - Texarkana 1984), *aff'd in part and rev'd in part*, 706 S.W.2d 956 (Tex. 1986).

The exception does not apply to deliberations regarding independent contractors, such as engineers, architects, or consultants. See Tex. Att'y Gen. Op. No. MW-129 (1980).

- **To hear a complaint against an employee**

The Open Meetings Act does not require a board to conduct an open meeting to deliberate in a case in which a complaint or charge is brought against an employee and the complaint or charge directly results in a need for a hearing. See TEX. GOV'T CODE § 551.082(a)(2).

This section does not apply if an open hearing is requested in writing by the employee against whom the complaint or charge is brought.

- **To deliberate about a student disciplinary matter**

The Open Meetings Act does not require a school board to conduct an open meeting to deliberate in a case involving discipline of a public school child. This exception does not apply if an open hearing is requested in writing by a parent or guardian of the child. See TEX. GOV'T CODE § 551.082.

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- **To consider personally identifiable information regarding a student**

Under Section 551.0821, a school board may meet in closed session to deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

- **To deliberate about security matters**

Section 551.076 states that a board may meet in closed session to deliberate “the deployment, or specific occasions for implementation, of security personnel or devices” or “a security audit.”

Section 551.089 states that a board may meet in closed session to deliberate security assessments or deployments relating to information resources technology; network security information; or the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

- **To deliberate about economic development negotiations**

Section 551.087 allows a closed meeting to deliberate “regarding commercial or financial information that the governmental body has received from a business prospect that the governmental body seeks to have locate, stay, or expand in or near the territory of the governmental body and with which the governmental body is conducting economic development negotiations.”

## REMEDIES FOR VIOLATIONS OF THE OPEN MEETINGS ACT

### What happens if a board violates the Open Meetings Act?

Any action taken by a board in violation of the Act is voidable. See TEX. GOV'T CODE § 551.141; *Olympic Waste Services v. City of Grand Saline*, 204 S.W.2d 496, 504 (Tex. App.-Tyler 2006, no pet.). The Act does not prevent a governmental body from “curing” a violation. See *City of Galveston, et al. v. Nancy Saint Paul*, 2008 WL 384145 at 4 (Tex. App. – Houston [1st Dist.] Feb. 14, 2008). However, ratification of an invalid action will not have a retroactive effect. See, e.g., *Markowski v. City of Marlin*, 940 S.W.2d 720, 726 (Tex. App.—Waco 1997) (although board properly ratified invalid suspension without pay, board owed the employees back pay for the period of time between the improper meeting and the ratification meeting).

Additionally, the Act contains criminal penalties for a prohibited series of communications intended to circumvent the Act. A board member commits a misdemeanor offense if he or she (1) knowingly engages in at least one communication among a series of communications that each occur outside of a meeting and that concern an issue within the jurisdiction of the governmental body in which the members engaging in the individual communications constitute fewer than a quorum of members but the members engaging in the series of communications constitute a quorum of members; and (2) knew at the time the member engaged in the communication that the series of communications:

- (A) involved or would involve a quorum; and
- (B) would constitute a deliberation once a quorum of members engaged in the series of communications.

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TEX. GOV'T CODE, § 551.143. A board member additionally commits a misdemeanor offense if a closed meeting is not permitted by the Act, and the member knowingly calls or aids in calling, closes or aids in closing, or participates in the unlawful closed session or meeting. *Id.*, §551.144. It is a misdemeanor to meet in closed session if the member knows that no certified agenda or tape recording of the closed session is being made, and it is a misdemeanor to publicly release the certified agenda or tape recording of a closed meeting. See TEX. GOV'T CODE § 551.146.

**ADDENDUM C****Board Records Retention Requirements****RECORDS RETENTION SCHEDULE****Schedule GR – Records Common to all Local Governments**

The schedule is based on Local Schedule GR from the Texas State Library and  
Archives Commission released on **April 17, 2016**

This schedule establishes mandatory minimum retention periods for records that are associated with Houston ISD schools. No record in this schedule can be disposed of prior to the expiration of its retention period.

HIISD Schedule GR

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## INTRODUCTION

This records retention schedule sets mandatory minimum retention periods for records series commonly found at the Houston Independent School District (HISD). The retention period for a record applies to the record regardless of the medium in which it is maintained. Some records listed in this schedule are maintained electronically in many offices, but electronically stored data used to create in any manner a record or the functional equivalent of a record as described in this schedule must be retained, along with the hardware and software necessary to access the data, for the retention period assigned to the record, unless backup copies of the data generated from electronic storage are retained in paper or on microfilm for the retention period. This includes electronic mail (e-mail), websites and electronic publications.

Unless otherwise stated, the retention period for a record is in calendar years from the date of its creation. The retention period, again unless otherwise noted, applies only to an official record as distinct from convenience or working copies created for informational purposes.

Section 202.002, Local Government Code, forbids the destruction of a local government record at the expiration of its retention period if the subject matter of the record is known by the custodian to be in litigation or if the record is subject to a pending request for disclosure under the Public Information Act.

A HISD record whose retention period has expired may not be destroyed if any litigation, claim, negotiation, audit, public information request, administrative review, or other action involving the record is initiated; its destruction shall not occur until the completion of the action and the resolution of all issues that arise from it.

Additionally, a record whose retention period expires during any litigation, claim, negotiation, audit, public information request, administrative review, or other action involving the record may not be destroyed until the completion of the action and the resolution of all issues that arise from it.

If a record described in this schedule is maintained in a bound volume of a type in which pages are not designed to be removed, the retention period, unless otherwise stated, dates from the date of the last entry.

If two or more records listed in this schedule are maintained together by a local government and are not severable, the combined record must be retained for the length of time of the component with the longest retention period. A record whose minimum retention period on this schedule has not yet expired and is **less than permanent** may be disposed of if it has been so badly damaged by fire, water, or insect or rodent infestation as to render it unreadable, or if portions of the information in the record have been so thoroughly destroyed that remaining portions are unintelligible. If the retention period for the record is **permanent** in this schedule, authority to dispose of the damaged record must be obtained from the Director and Librarian of the Texas State Library and Archives Commission by the district's Records Management Officer.

\*Asterisk -- The use of an asterisk preceding the retention schedule number denotes a change to the retention period by HISD to one that is longer than what is required by the Texas State Library and Archives Commission. A retention schedule number starting with an "H" denotes that this record group is specific to HISD.

Certain records listed in this schedule are assigned the retention period of AV (as long as administratively valuable). This retention period affords local governments the maximum amount of discretion in determining a specific retention period for the record described.

**Destruction of HISD records contrary to the provisions of the Local Government Records Act of 1989 and administrative rules adopted under it, including this schedule, is a Class A misdemeanor and, under certain circumstances, a third-degree felony (Penal Code, Section 37.10). Anyone destroying HISD records without legal authorization may also be subject to criminal penalties and fines under the Public Information Act (Government Code, Chapter 552).**

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## ABBREVIATIONS USED IN THIS SCHEDULE

## RETENTION CODES

AV	As long as administratively valuable -- the immediate purpose for which the record was created has been fulfilled and any subsequent need for the record to conduct the operations of the district, if any, has been satisfied.
CE	Calendar year end (December 31)
CFR	Code of Federal Regulations
FE	Fiscal year end (June 30)
LA	Life of Asset – the record is retained until the disposal of the asset.
PERMANENT	A record that possesses enduring legal, fiscal, or administrative value must be preserved permanently. This type of record should be kept on microfilm, or paper, due to the long retention period.
TAC	Texas Administrative Code
US	Until Superseded –the record is replaced by an updated version. If a record subject to this retention period is discontinued or is no longer required by law, the date of supersession is the date the decision to discontinue the record is made or the law takes effect. If the record relates to an employee, the date of supersession is the date of termination or the last date the record is needed with reference to the employee, as applicable.

**DEFINITIONS**

Convenience Copy	- An unofficial copy of a record and is maintained for ease of access and reference - also referred to as a “working copy”. A convenience copy has no retention period and can be destroyed at any time.
Custodian	- The person, campus, or department that is responsible for the record copy and its retention period.
Record	- Recorded information, regardless of medium or characteristics, made or received by the district in pursuance of legal obligations or in the transaction of business.
Permanent Record	- Any record of HISD for which the retention period on a records retention schedule is given as permanent. The record should be stored on either microfilm or paper.
Record Copy	- An original or official copy of a record that is retained for legal, operational, historical, or retention purposes. The record copy is kept on file as an original or official record for the total retention period. It is distinct from a “working” or “convenience” copy, which is a duplicate used for reference purposes.
Record Series	- A group of identical or related records with the same function and same retention period and are evaluated as a unit for retention scheduling purposes.
Retention Period	- The minimum time that must pass after the creation, recording, or receipt of a record, or the fulfillment of certain actions associated with a record, before it is eligible for destruction.
Vital Record	- Any necessary records needed for the resumption of its operations in an emergency or disaster and to the re-creation of its legal and financial status, or to the protection and fulfillment of obligations to the people of the state.
Working Copy	- See definition of convenience copy above.

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## PART 1: ADMINISTRATIVE RECORDS

## SECTION 1-1: RECORDS OF GOVERNING BODIES

**Retention Note:** SCOPE OF SECTION - The retention periods established in this section also apply to the records of subsidiary boards, bureaus, commissions, or committees established by the governing body of a local government that have rulemaking or quasi-judicial authority over any activity or program of the government or that were established by ordinance, order, or resolution for the purposes of advising the governing body or a subsidiary body on policy. Consequently, the use of the term “governing body” in a records description includes the corresponding records of those subsidiary bodies.

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-01	AGENDAS			
GR1000-01a	AGENDAS	Open meetings. 1) If the minutes describe each matter considered by the governing body and reference to an agenda <b>is not</b> required. 2) If the minutes <b>do not</b> describe each matter considered by the governing body and reference to an agenda <b>is</b> required.	2 years.  PERMANENT.	
GR1000-01b	AGENDAS	Certified agendas of closed meetings.	2 years.	By law - Government Code, Section 551.104(a).
GR1000-02	DEDICATIONS		PERMANENT.	
*GR1000-03	MINUTES			<b>Retention Note:</b> The use of the term “audiovisual recordings” in (c)-(f) means any medium on which audio or a combination of audio and video is recorded.
GR1000-03a	MINUTES	Written minutes.	PERMANENT.	
GR1000-03b	MINUTES	Notes taken during meetings from which written minutes are prepared.	90 days after approval of minutes by the governing body.	
*GR1000-03c	MINUTES	Audiovisual recordings of open meetings, except as described in (d), for which written minutes <b>are not</b> prepared.	PERMANENT.	

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-03d	MINUTES	Audiovisual recordings of workshop sessions of governing bodies in which votes are not made and written minutes <b>are not</b> required by law to be taken.	2 years.	
*GR1000-03e	MINUTES	Audiovisual recordings of open meetings for which written minutes <b>are</b> prepared.	90 days after approval of minutes by the governing body. 2 years.	
*GR1000-03f	MINUTES	Certified audiovisual recordings of closed meetings.		By law - Government Code, Section 551.104(a).

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-03g	MINUTES	Supporting documentation - One copy of each document of <b>any type</b> submitted to a meeting of a governing body for consideration, approval, or other action; <b>if</b> such action is reflected in the minutes of the meeting.	2 years.	<p><b>Retention Notes:</b> a) The retention periods for many of the documents submitted to a governing body for action are established elsewhere in this or other commission schedules and are often longer than the 2-year retention period for supporting documentation set here. The 2-year retention requirement does not override a longer retention requirement set elsewhere, but rather is meant to ensure that <b>all</b> documents presented for action by a governing body are retained at least two years. This schedule does not require that supporting documentation be maintained together, but the retention by the clerk or secretary to the governing body of one set of the documents submitted at each meeting (often called "council packets" in municipalities) for two years would ensure satisfaction of the minimum retention requirement. Clerks or secretaries to governing bodies should exercise caution in disposing of supporting documentation to avoid destruction of the record copy of a document for which they are custodian before the expiration of its retention period.</p> <p>b) Review before disposal; some supporting documentation, not already required to be maintained <b>PERMANENTLY</b> elsewhere in this or other commission schedules, may merit <b>PERMANENT</b> retention for historical reasons.</p>
GR1000-04	OPEN MEETING NOTICES		2 years.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-05	ORDINANCES, ORDERS, AND RESOLUTIONS		PERMANENT.	<b>Retention Note:</b> Includes ordinances, orders, or resolutions that have been repealed, revoked, or amended.
GR1000-06	PETITIONS	Petitions from the public to the governing body or subsidiary boards or commissions of a local government.	Final action on the petition + 2 years.	<b>Retention Notes:</b> a) Does not include petitions noted elsewhere in this or other commission schedules or any petition presented to a commissioners court that state law requires a county clerk to record. See Local Schedule CC (Records of County Clerks). b) "Final action" includes a decision to take no further action on a petition.
GR1000-07	PROCLAMATIONS		2 years.	
*GR1000-08	SPEECHES, PAPERS AND PRESENTATIONS-ELECTED OFFICIALS	Notes or text of speeches, papers, presentations or reports delivered in conjunction with government work by elected officials.	End of term in office or termination of service in that position.	<b>Retention Note:</b> a) For speeches, papers, and presentations of other local government staff see GR1000-51. b) Review before disposal; some records may merit <b>PERMANENT</b> retention for historical reasons.
*GR1000-09	PUBLIC COMMENT FORMS	Public comment forms, citizen comment forms, registration cards, or other similar documents filled out by members of the public wishing to speak at an open meeting	2 years	<b>Retention Note:</b> If all information from the public comment form is documented in written minutes of the meeting, the public comment form need only be retained for the retention period listed in GR1000-03b.
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## SECTION 1-2: GENERAL RECORDS

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-20	ACCIDENT REPORTS	Reports of accidents to persons on local government property or in any other situation in which a local government could be party to a lawsuit.		<b>Retention Note:</b> For reports of work-related injuries and illnesses to employees see GR1050-32.
GR1000-20a	ACCIDENT REPORTS	Reports of accidents to adults.	3 years from date of report if no claim is filed; 3 years after settlement or denial of the claim if a claim is filed, whichever applicable.	
GR1000-20b	ACCIDENT REPORTS	Reports of accidents to minors.	Date minor reaches majority age + 3 years, if no claim filed; 3 years after settlement or denial of claim if a claim is filed, whichever applicable.	By law – Civil Practice and Remedies Code, Section 16.001.
*GR1000-21	AFFIDAVITS OF PUBLICATION	Affidavits of Publication, including any accompanying clipping proofs or tear sheets		
*GR1000-21a	AFFIDAVITS OF PUBLICATION	Publication of municipal ordinances.	PERMANENT.	<b>Retention Note:</b> It is an exception to the permanent retention period that affidavits of publication and associated documentation for ordinances that are codified or re-codified may be disposed of after the effective date of the new.
*GR1000-21b	AFFIDAVITS OF PUBLICATION	Election notices. 1) In an election involving a federal office. 2) In an election <b>not</b> involving a federal office.	Election day + 22 months. Election day + 6 months.	By law – Election Code, Sections 4.005(d) and 66.058(a).
GR1000-21c	AFFIDAVITS OF PUBLICATION	All other published legal notices.	2 years.	

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-22	ANNEXATION, DISANNEXATION, ABOLITION, AND OTHER JURISDICTIONAL RECORDS	Records relating to the annexation or disannexation of territory to or from a local government, to its abolition, or to other actions which affect its territorial jurisdiction or service area, including reports, correspondence, records of public hearings, agreements, and similar records.	PERMANENT.	<b>Retention Notes:</b> a) A contract or agreement relating to territorial jurisdiction or the delivery of services between two or more governments (e.g., between a city and a county for fire services in an unincorporated area) must be kept for the retention period in item number GR1000-25.
*GR1000-23	CHARTERS	Charters, Articles of Incorporation, Orders of Incorporation, Orders of Change or other similar documents used to establish or modify the administration of a local government.	PERMANENT.	
*GR1000-24	COMPLAINTS	Complaints received from the public by a governing body or any officer or employee of a local government relating to government employees, policy, etc.	Resolution or dismissal of complaint + 2 years.	<b>Retention Note:</b> a) The 2-year retention period applies only to complaints of a general nature that do not fall into a different category of complaint noted in this or other commission schedules. For example, potential fire hazards are scheduled in Local Schedule PS (Records of Public Safety Agencies) and have a longer retention period. b) For complaints received from local government employees see GR1050-20
*GR1000-25	CONTRACTS, LEASES, AND AGREEMENTS	Contracts, leases, and agreements, including reports, correspondence, performance bonds, certificates of liability, and similar records relating to their negotiation, administration, renewal, or termination, <b>except</b> construction contracts (see item number GR1075-16).	4 years after the expiration or termination of the instrument according to its terms.	<b>Retention Note:</b> Review before disposal; some records of this type may merit <b>PERMANENT</b> retention for historical reasons.

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-26	CORRESPONDENCE, INTERNAL MEMORANDA, AND SUBJECT FILES			<b>Retention Note:</b> The minimum retention period for correspondence or internal memoranda in categories (a) and (b) directly linked to another record series or group listed in this or other commission schedules is that assigned to the other group or series. For example, a letter from an external auditor regarding an audit of a local government's financial records should be retained for the retention period given under item number GR1025-01(e); a letter concerning a workers compensation claim should be retained for the period given under item number GR1050-32, etc. The retention periods that follow are for correspondence and internal memoranda that do not readily fall within other record groups.
GR1000-26a	CORRESPONDENCE, INTERNAL MEMORANDA, AND SUBJECT FILES	Administrative – Incoming/outgoing and internal correspondence pertaining to the formulation, planning, implementation, modification, or redefinition of the programs, services, or projects of a local government and the administrative regulations, policies, and procedures that govern them. May also include subject files, which are collections of correspondence, memos and printed materials on various individuals, activities and topics.	4 years.	<b>Retention Note:</b> Review before disposal; some correspondence of this type may merit <b>PERMANENT</b> retention for historical reasons.
*GR1000-26b	CORRESPONDENCE, INTERNAL MEMORANDA, AND SUBJECT FILES	General – Incoming/outgoing and internal correspondence pertaining to the regular and routine operation of the policies, programs, services, or projects of a local government. May also include subject files, which are collections of correspondence, memos and printed materials on various individuals, activities and topics.	2 years.	<b>Retention Note:</b> Records management officers should use caution before disposal of these records to ensure the records should not be classified under administrative correspondence (GR100-26a).
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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-26c	CORRESPONDENCE, INTERNAL MEMORANDA, AND SUBJECT FILES	Routine - Correspondence and internal memoranda such as letters of transmittal, requests for publications, internal meeting notices, and similar routine matters. May also include subject files, which are collections of correspondence, memos and printed materials on various individuals, activities and topics.	AV.	
*GR1000-27	DEEDS	Deeds, title opinions, abstracts and certificates of title, title insurance, documentation concerning alteration or transfer of title, and similar records evidencing public ownership of real property.	PERMANENT.	
GR 1000-28	EASEMENTS	Documentation relating to easements and rights-of-way for public works or other local government purposes, including releases.	PERMANENT.	
*GR1000-29	INSURANCE POLICIES	Liability, theft, fire, health, life, automobile, and other policies for local government property and personnel including supporting documentation relevant to the implementation, modification, renewal, or replacement of policies.	4 years after expiration or termination of the policy according to its terms and all rights granted under it.	
GR1000-30	LEGAL OPINIONS	Formal legal opinions rendered by counsel or the Attorney General for a local government, including any written requests for opinions, concerning the governance and administration of a local government.	PERMANENT.	<b>Retention Note:</b> For retention of opinions rendered for a Public Information Act Request see GR1000-34.  For retention of informal legal opinions and other correspondence provided by counsel see GR1000-26a.

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-31	LITIGATION CASE FILES		AV after decision of a local government not to file a lawsuit or decision that a lawsuit will not be filed against it; dismissal of a lawsuit for want of prosecution or on motion of the plaintiff; or final decision of a court (or of a court on appeal, if applicable) in a lawsuit.	<b>Retention Note:</b> a) includes all cases to which a local government is a party unless the case file is of a type noted elsewhere in this or other commission schedules.  b) Review before disposal; some case files may merit <b>PERMANENT</b> retention for historical reasons.
*GR1000-32	MINUTES (STAFF)	Minutes of internal staff meetings.	AV.	<b>Retention Note:</b> For minutes of governing bodies of local governments see GR1000-03
GR1000-33	PUBLIC RELATIONS RECORDS	News, press releases, or any public relations files maintained or issued by an agency. Includes print, electronic, audio, and audiovisual records.	2 years.	<b>Retention Note:</b> Review before disposal; some records may merit <b>PERMANENT</b> retention for historical reasons.
GR1000-34	PUBLIC INFORMATION ACT REQUESTS	Includes all correspondence and documentation relating to requests for records under the Public Information Act (Chapter 552, Government Code).		
*GR1000-34a	PUBLIC INFORMATION ACT REQUESTS	Non-exempted records and withdrawn requests.	Date request for records fulfilled or withdrawn + 1 year.	
*GR1000-34b	PUBLIC INFORMATION ACT REQUESTS	Exempted records.	Date of notification that records requested are exempt from disclosure + 2 years.	
*GR1000-35	ORGANIZATIONAL CHARTS		US.	<b>Retention Note:</b> Review before disposal; some records may merit <b>PERMANENT</b> retention for historical reasons.

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-36	PERMITS AND LICENSES	Records documenting the application for and the issuance of permits and licenses (including certificates of liability and other required documentation) by a local government for sales, solicitation, facility usage, and similar activities. <b>Does not include</b> permits and licenses issued for the construction of or alterations to real property, for those relating to health and sanitation, or for those issued by police or fire departments listed in other commission schedules.	Expiration, cancellation, revocation, or denial + 2 years.	
GR1000-37	PHOTOGRAPHS, IMAGES, RECORDINGS, AND OTHER NON-TEXTUAL MEDIA	Photographs, photographic scrapbooks, slides, sound recordings, videotapes, posters, and other non-textual media that document the history and activities of a local government or any of its departments, programs, or projects <b>except</b> such records noted elsewhere in this or other commission schedules.	AV.	<b>Retention Note:</b> Review before disposal, some records may merit <b>PERMANENT</b> retention for historical reasons. Some photographs and other non-textual media of the types described should be retained <b>PERMANENTLY</b> for historical reasons, but latitude is allowed to the records management officer and the custodians of records in a local government to determine to what extent a particular photograph, for example, documents the history and activities of the local government. Local governments should consult with local historical or genealogical societies to assist with the appraisal. If it is determined that it does not, it need be kept only as long as administratively valuable. <b>Be certain that photographs and other non-textual media do not fall within other records series. For example, mug shots and photographs of fire damage are listed in Local Schedule PS (Records of Public Safety Agencies) under police and fire department records respectively.</b>

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-38	POLICY AND PROCEDURE DOCUMENTATION	Executive orders, directives, manuals, and similar documents that establish and define the policies, procedures, rules, and regulations governing the operations or activities of a local government as a whole or any of its departments, programs, services, or projects.	US, expired, or discontinued + 5 years.	<b>Retention Note:</b> Review before disposal; some records may merit PERMANENT or long-term retention for historical or legal reasons.
GR1000-39	PUBLICATIONS	Pamphlets, reports, studies, proposals, and similar material printed by or for a local government or any of its departments, subdivisions, or programs and distributed to or intended for distribution to the public on request and departmental or program newsletters designed for internal distribution.	One copy of each PERMANENT.	<b>Retention Note:</b> The following categories of printed material, whether distributed publicly or internally, are exempted from the retention period and may be disposed of at option: (a) educational matter provided by charitable or public awareness organizations (e.g., United Way, American Heart Association); and (b) public service leaflets or flyers prepared by a local government or others whose contents are of a general nature and not specific to the government distributing them, beyond the inclusion of an address, telephone number, office hours, and similar information (e.g., a flyer detailing water conservation tips sent to customers of a municipal water utility; a pamphlet explaining the appraisal review board process sent to taxpayers by an appraisal district).
GR1000-40	RECORDS MANAGEMENT RECORDS			
GR1000-40a	RECORDS MANAGEMENT RECORDS	Records control schedules (including all successive versions of and amendments to schedules).	US.	<b>Retention Note:</b> Original is retained by the State and Local Records Management Division, Texas State Library and Archives Commission.
*GR1000-40b	RECORDS MANAGEMENT RECORDS	Records documenting the <b>disposition</b> of records under records control schedules, including requests submitted to the Texas State Library and Archives Commission for authorization to destroy unscheduled records or the originals of permanent records that have been microfilmed.	PERMANENT.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1000-40c	RECORDS MANAGEMENT RECORDS	Lists or inventories of the active and inactive records created or received by a local government.	US, expired, or discontinued.	
*GR1000-40d	RECORDS MANAGEMENT RECORDS	Plans and similar documents establishing the policies and procedures under which a records management program operates.	US, expired, or discontinued + 5 years.	
*GR1000-40e	RECORDS MANAGEMENT RECORDS	Records transmittal forms or similar records documenting transfer of records to or from a records storage facility	Date of disposition or return of records from storage, whichever is sooner, +2years	
GR1000-41	REPORTS AND STUDIES (NON-FISCAL)			

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-41a	REPORTS AND STUDIES (NON-FISCAL)	Annual, sub-annual, or irregularly prepared reports, performance audits, or planning studies submitted to the governing body or chief administrative officer of a local government or by the local government to a state agency, as may be required by law or regulation, on the non-fiscal performance of a department, program, or project or for planning purposes, including those prepared by consultants under contract with a local government, <b>except</b> documents of similar types noted in this or other commission schedules.	PERMANENT.	
		(1) Annual reports.	PERMANENT.	
		(2) Special reports or studies prepared by order or request of the governing body or considered by the governing body (as reflected in its minutes) or ordered or requested by a state agency or a court.	PERMANENT.	
		(3) Special reports or studies prepared by order or request of the chief administrative officer.	5 years.	<b>Retention Note:</b> Review before disposal; some records may merit <b>PERMANENT</b> retention for historical reasons.
		(4) Monthly, bimonthly, quarterly, or semi-annual reports.	3 years.	
		(5) Working papers <b>and raw data</b> used to create any report for (1) and (2) above.	3 years.	
		(6) Working papers <b>and raw data</b> used to create any report for (3) and (4) above.	1 year.	
GR 1000-41b	REPORTS AND STUDIES (NON-FISCAL)	Activity reports compiled on a daily or other periodic basis pertaining to workload measures, time studies, number of public contacts, etc., <b>except</b> reports of similar types noted in this or other commission schedules.	1 year.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-42	WAIVERS OF LIABILITY	Waivers of liability, including statements signed by volunteers acknowledging non-entitlement to benefits, agreeing to abide by local government policies, etc.	3 years from date of cessation of activity for which the waiver was signed.	<b>Retention Note:</b> If an accident occurs to any person covered by a signed waiver of liability, it must be retained for the same period as accident reports. See item number GR1000-20 in this schedule.
GR1000-43	CONFLICTS DISCLOSURE STATEMENTS AND CONFLICT OF INTEREST QUESTIONNAIRES	Conflicts disclosure statements and conflict of interest questionnaires submitted by local government officers or vendors and other persons for filing with a local government in accordance with the requirements of Chapter 176, Local Government Code.	Date of filing + 3 years.	
GR1000-44	LOCAL GOVERNMENT OFFICERS, LISTS OF	Lists of local government officers prepared and made available to the public by the local government officer with whom conflicts disclosure statements and conflict of interest questionnaires are filed in accordance with the requirements of Chapter 176, Local Government Code.	US + 1 year.	
GR1000-45	CALENDARS, APPOINTMENT AND ITINERARY RECORDS	Calandars, appointment books or programs, and scheduling or itinerary records, purchased with local government funds or maintained by staff during business hours that document appointments, itineraries and other activities of agency officials or employees.	CE + 1 year.	<b>Retention Note:</b> A record of this type purchased with personal funds, but used by a public official or employee to document his or her work activities may be a local government record and subject to this retention period. See Open Records Decision 635 issued in December 1995 by the Texas Attorney General.
GR1000-46	INSURANCE CLAIMS	Claims related to liability, theft, fire, health, life, automobile, and other insurance policies.	Settlement or denial of claim + 3 years.	
GR1000-47	CUSTOMER SURVEYS	Surveys returned by the customers or clients of a local government, and the statistical data maintained rating a government's performance.	Issuance of report on results of the survey + 3 years.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-50	TRANSITORY INFORMATION	Records of temporary usefulness that are not an integral part of a records series of a local government, that are not regularly filed within a local government's recordkeeping system, and that are required only for a limited period of time for the completion of an action by an official or employee of the local government or in the preparation of an ongoing records series.  Transitory records are not essential to the fulfillment of statutory obligations or to the documentation of government functions. Some examples of transitory information, which can be in any medium (voice mail, fax, email, hard copy, etc.) are <b>drafts and working papers</b> , routine messages; telephone message notifications; internal meeting notices; routing slips; incoming letters or memoranda of transmittal that add nothing of substance to enclosures; and similar routine information used for communication, but not for the documentation, of a specific government transaction.	AV.	<b>Retention Note:</b> Records management officers should use caution in assigning this record series to records of a local government to make certain they are not part of another records series listed in this schedule or, for records series unique to an agency, are not part of a records series that documents the fulfillment of the statutory obligations of the agency or the documentation of its functions.  The disposal of transitory information need not be documented through destruction authorizations or in records disposition logs, but local governments should establish procedures governing disposal of these records.
*GR1000-51	SPEECHES, PAPERS, AND PRESENTATIONS	Notes or text of speeches, papers, presentations, or reports delivered in conjunction with government work by staff of local government.	End of event, US, or discontinued + 2years	<b>Retention Notes:</b> a) For speeches, papers, and presentations of elected officials see GR1000-08  b) For materials developed for in-house training of staff see GR1050-28c.
*GR1000-52	SUBPOENAS	Subpoenas for production of evidence produced for litigation in which the local government is <b>not</b> a party.	AV after fulfilled.	<b>Retention Notes:</b> a) For subpoenas received for litigation in which the local government is a party see GR1000-31  b) For subpoenas requesting personally identifiable information of students see SD3225-02 (for school districts) or JC3775-02 (for junior colleges).
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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1000-53	RELEASE OF RECORDS DOCUMENTS	Records that document the release of records or information through any method other than a Public Information Act request or subpoena (including employment verification).	Data records produced + 1 year	<b>Retention Notes:</b> a) For records released under the Public Information Act see GR1000-34.  b) For records produced for a subpoena where the local government is <b>not</b> a party, see GR1000-52.  c) For records produced for a subpoena where the local government is a party, see GR1000-31.
*GR1000-54	COMMITTEE RECORDS	Records of committees, councils, boards, or commissions which are not subject to the Texas Open Meetings Act. Records may include, but are not limited to, member lists, officer election records, agendas, meeting minutes, and related documentation and correspondence.	2 years	<b>Retention Notes:</b> a) For records of committees, councils, boards, or commissions which are subject to the Texas Open Meetings Act see Section 1-1 of this schedule.  b) Review before disposal; some records may merit <b>PERMANENT</b> retention for historical reasons.
*GR1000-55	LOBBYIST REGISTRATION DOCUMENTATION	Forms, reports, or other similar documents submitted to local governments documenting lobbying activities as required by local regulations.	Date of filing + 3 years	
H9200-01	LITIGATION FILES (Office of Legal Services)	Pleadings, memorandums, and correspondence regarding litigation involving the district.	Final disposition of case +5 years.	<i>Requested by HISD Legal Services Dept.</i>
H9200-02	EMPLOYEE INVESTIGATIONS FILES (Office of Legal Services)	Current File, Closed Files, Monitored Files	Final disposition of case +2 years	<i>Requested by HISD Legal Services</i>
H9200-03	HEARINGS/ADMINISTRATIVE PROCEEDINGS (Office of Legal Services)	Notebooks and documents used in hearings and proceedings	Final disposition of case +2 years	<i>Requested by HISD Legal Services Dept.</i>
H9200-04	OFFICE OF CIVIL RIGHTS CASES (Office of Legal Services)	Case Files	Final disposition of case +2 years	<i>Requested by HISD Legal Services Dept.</i>
H9200-05	SPECIAL EDUCATION MATTERS (Office of Legal Services)	Case Files	Final disposition of case +2 years	<i>Requested by HISD Legal Services Dept.</i>

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Record Number	Record Title	Record Description	Retention Period	Remarks
H9200-06	SPECIAL EDUCATION RESEARCH (Office of Legal Services)	Research conducted for Special Education cases	Final disposition of case +2 years	Requested by HISD Legal Services Dept.
H9200-07	WORKERS' COMPENSATION CASES (Office of Legal Services)	Case Files	Final disposition of case +2 years	Requested by Legal Services Dept.

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## PART 2: FINANCIAL RECORDS

**Retention Notes:** a) AUDIT REQUIREMENTS - Most local governments are required by state law to conduct annual or biennial audits of their records and accounts. These audit requirements were taken into account in setting the retention periods in this schedule. The following retention rules also apply:

- 1) In any local government for which there is no statutory audit requirement and audits are conducted irregularly or in a local government in which a statutorily required audit is delayed, any record in this schedule whose retention period dates from the end of a fiscal year (FE) must be retained for the retention period stated or one year after audit, whichever later.
- 2) With regard to any special fund of a local government or elective county office for which there is no statutory audit requirement and the fund is not audited, any records listed under item numbers GR1025-26, GR1025-27, GR1025-28, and GR1025-30 associated with receipts and disbursements from or to the fund must be retained for FE + 10 years.

b) GRANT OR LOAN RECORDS - Subsections (1)-(3) apply to any local government, except school districts, receiving federal, state, or private grants; subsection (4) applies to school districts only. If a grant or loan requires a longer retention period than those stated in this schedule, the associated records must be retained for the full retention period required by the terms of the grant or loan.

- 1) Direct Federal Grants - This subsection applies to grants received by a local government **directly** from a federal grantor agency.

- i) Federal grantor agencies require that grant-related records be retained for audit purposes for 3 years from the filing of required expenditure reports.
- ii) In addition to item number GR1025-08(a)-(b), financial and programmatic records of grant-funded projects, including copies or documentation of relevant accounting, banking, purchasing, and payroll records, and other documents and working papers associated with the financial and programmatic administration of the grant funds or used to prepare reports or forms required by federal law or regulation must be retained for the following periods:

- (A) For grants continued or renewed annually or at other intervals except quarterly that are not part of a multi-year funding cycle - 3 years from the date of submission of the annual or other periodic expenditure report.
- B) For grants continued or renewed annually or at other intervals except quarterly that are a part of a multi-year funding cycle - 3 years from the date of submission of the annual or other periodic expenditure report for the final reporting period of the grant cycle.
- C) For grants continued or renewed quarterly - 3 years from the date of submission of the expenditure report for the last quarter of the federal fiscal year.
- D) For grants for which the requirement of a final expenditure report has been waived - 3 years from the date the report would have been due.
- E) For all other grants - 3 years from the date of submission of the final expenditure report.

- iii) The retention periods for the following types of records are exceptions to the periods noted above:

- A) Records of non-expendable property or equipment acquired with grant funds - 3 years from the date of transfer, replacement, sale, or junking of the item.

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B) Cost allocation plans and indirect cost records - 3 years from date of submission or, for plans prepared and retained by the grantee, from the close of the fiscal year covered by the plan.

C) Income records - 3 years from the end of the fiscal year in which the income is used.

iv) If any litigation or audit commences before the expiration of the 3-year period, the records must be retained until all litigation or audit findings are resolved or until the end of the regular 3-year period, whichever is later.

v) If records are transferred to the grantor agency at its request, copies of the records need not be retained.

2) Indirect Federal Grants - This subsection applies to federal grants received as subgrants from state agencies or other local governments (e.g., regional councils of government).

The expenditure reports are submitted to the federal agency by the state or local subgrantor agency after all subgrantees have submitted reports to the subgrantor. Consequently, records under item number GR1025-08(a)-(b) and records described in section (b) (1) must be retained by local government subgrantees for FE + 5 years. Local governments should consult with the state or local subgrantor agency to determine if there are additional or special requirements associated with a particular grant.

The local government must retain copies of reports or records submitted to the subgrantor agency for the periods indicated.

3) State and Private Grants - This schedule extends the 3-year federal retention requirement described in section (b)(1) to state (excluding federal subgrants) and private grant records unless the state or private grantor agency has established different retention requirements, in which case those requirements shall prevail. It is an exception to the extension of federal grant requirements to state and private grants that for state or private grants renewed quarterly as described in section (b) (1) (ii) (B), the 3-year retention requirement runs from the date of submission of the expenditure report for the last quarter of the state fiscal year for state grants and from the last quarter of the local government's fiscal year for private grants.

4) Grant Records and School Districts (including Educational Service Centers) - See Local Schedule SD (Records of Public School Districts). Because of the difficulty of effectively separating financial data that evidence the expenditure of federal funds from those that document the expenditure of local or state-allocated funds, a 5-year retention period has been adopted for most financial records of school districts. The use of the term "school district" in this schedule includes educational service centers, charter schools, county departments of education, and educational cooperatives.

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## SECTION 2-1: FISCAL ADMINISTRATION AND REPORTING RECORDS

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1025-01	FISCAL AUDIT RECORDS	Records of fiscal audits conducted by internal and external auditors.		<b>Caution:</b> See note (a) at the beginning of Part 2 of this schedule.
*GR1025-01a	FISCAL AUDIT RECORDS	Annual, biennial, or other periodic audit of any department, fund, account, or activity of a local government.	PERMANENT.	
*GR1025-01b	FISCAL AUDIT RECORDS	Annual, biennial, or other periodic audit of a department, program, fund, or account if included in a cumulative audit under (a).	2 years.	
*GR1025-01c	FISCAL AUDIT RECORDS	Annual, biennial, or other periodic audit of a department, program, fund, or account if not included in a cumulative audit under (a).	PERMANENT.	
*GR1025-01d	FISCAL AUDIT RECORDS	Special audits ordered by a governing body, a court or grand jury, or mandated by administrative rules of a state or federal agency.	PERMANENT.	
*GR1025-01e	FISCAL AUDIT RECORDS	Working papers, summaries, and similar records created for the purposes of conducting an audit.	3 years after all questions arising from the audit have been resolved.	
GR1025-02	BANK SECURITY RECORDS	Records documenting the pledging of bonds or securities by banks serving as depositories for public funds including depository contracts, security pledges and statements, surety bonds, and similar records.	4 years after termination, expiration, or release of contractual obligations.	
GR1025-03	BOND RECORDS			For investment transaction records of bonds see item number GR1025-09b.
GR1025-03a	BOND RECORDS	Bond administrative records consisting of preliminary studies, proposals and prospectuses, authorizations and certifications for issuance or cancellation, and related policy correspondence.	PERMANENT.	
GR1025-03b	BOND RECORDS	Bond certificates and redeemed coupons.	1 year after payment.	By law - Government Code, Section 1302.003 for counties (see statute for procedural instructions for destruction) and by authority of this schedule for all other local governments.
GR1025-03c	BOND RECORDS	Bond registers.	PERMANENT.	

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1025-03d	BOND RECORDS	Records relating to the exchange, conversion, or replacement of bonds by bondholders.	1 year if information is contained in a bond register; <b>PERMANENT</b> if information is <b>not</b> contained in a bond register.	
GR1025-04	BUDGETS AND BUDGET DOCUMENTATION			
GR1025-04a	BUDGETS AND BUDGET DOCUMENTATION	Annual budgets (including amendments).	PERMANENT.	
GR1025-04b	BUDGETS AND BUDGET DOCUMENTATION	Special budgets (includes budgets for capital improvement projects, grant-funded projects, or other projects prepared on a special or emergency basis and not included in an annual budget).	PERMANENT.	
*GR1025-04c	BUDGETS AND BUDGET DOCUMENTATION	Working papers created exclusively for the preparation of budgets, including budget requests, justification statements, and similar documents.	3 years.	
GR1025-04d	BUDGETS AND BUDGET DOCUMENTATION	Encumbrance and expenditure reports (status reports showing expenditures and encumbrances against a budget).	2 years.	
GR1025-04e	BUDGETS AND BUDGET DOCUMENTATION	Budget change documentation, including line item or contingency/reserve fund transfers and supplemental budget requests.	2 years.	
GR1025-05	CAPITAL ASSETS RECORDS	Documentation relating to the capital and fixed assets of a local government.		
*GR1025-05a	CAPITAL ASSETS RECORDS	Equipment or property history cards or similar records containing data on initial cost, including disposal authorizations when disposed of.	FE of date of disposal + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> Review before disposal; property history cards documenting the original construction and additions to or renovations of structures may merit <b>PERMANENT</b> retention for historical reasons.
GR1025-05b	CAPITAL ASSETS RECORDS	Equipment or property cost and depreciation schedules or summaries used for capital outlay budgeting or other financial or budget control purposes.	FE + 5 years for school districts; FE + 3 years for other governments.	
GR1025-05c	CAPITAL ASSETS RECORDS	Equipment or property inventories (including sequential number property logs).	US + 3 years.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
<i>GR-H 1025-05d</i>	<b>CAPITAL ASSETS RECORDS</b>	Property sale, auction, or disposal records of government-owned equipment or property.	FE +2 years	By law - Local Government Code, Section 263.155(b) for counties and by authority of this schedule for all other local governments.  <b>Retention Note:</b> Property sale or auction records do not include records arising from the sale or auction of property foreclosed or seized by a taxing unit for failure to pay property taxes or for the sale or auction of property seized by law enforcement officers. For such records use Local Schedule TX (Records of Property Taxation) or Local Schedule PS (Records of Public Safety Agencies) respectively.  <i>As requested by HISD Furniture Services Dept.</i>
<b>*GR1025-06</b>	<b>FEDERAL REVENUE SHARING RECORDS</b>	Records concerning the use of federal revenue sharing funds by a local government, including revenue and expenditure summaries; status, budget, and audit reports; and other reports or documentation required by federal law or regulation.	<b>AV.</b>	<b>Obsolete record.</b>
<b>GR1025-07</b>	<b>FINANCIAL REPORTS</b>	Annual, sub-annual, or irregularly prepared financial reports or statements on the accounts, funds, or projects of a local government created either for internal use or for submission to state agencies as may be required by law or regulation, <b>except</b> reports of similar types noted in this or other commission schedules.		
<b>GR1025-07a</b>	<b>FINANCIAL REPORTS</b>	Monthly, bimonthly, quarterly, or semi-annual reports.	FE + 3 years.	
<b>GR1025-07b</b>	<b>FINANCIAL REPORTS</b>	Annual reports.	PERMANENT.	
<b>GR1025-07c</b>	<b>FINANCIAL REPORTS</b>	Long range fiscal planning reports.	PERMANENT.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1025-07d	FINANCIAL REPORTS	Capital improvement reports.	PERMANENT.	
GR1025-08	GRANT DEVELOPMENT AND ADMINISTRATIVE RECORDS			<b>Retention Note:</b> If grant is for construction of a local government owned facility or part of the infrastructure, follow retention for GR1075-16.
GR1025-08a	GRANT DEVELOPMENT AND ADMINISTRATIVE RECORDS	Successful grant applications and proposals and any documentation that modifies the terms of a grant.	FE + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> See note (b) at beginning of Part 2 of this schedule.
GR1025-08b	GRANT DEVELOPMENT AND ADMINISTRATIVE RECORDS	Financial, performance, and compliance reports submitted to grantor or sub-grantor agencies.	FE + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> See note (b) at beginning of Part 2 of this schedule.
GR1025-08c	GRANT DEVELOPMENT AND ADMINISTRATIVE RECORDS	Reports, planning memoranda, studies, correspondence, and similar records created for and used in the development of successful grant proposals.	3 years.	
GR1025-08d	GRANT DEVELOPMENT AND ADMINISTRATIVE RECORDS	Any records of the type noted in (a) or (b) relating to unsuccessful grant proposals.	AV.	
GR1025-09	INVESTMENT TRANSACTION RECORDS			
GR1025-09a	INVESTMENT TRANSACTION RECORDS	Documentation relating to the investment of public funds (e.g., certificates of deposit) that evidences the investment of funds, the performance or return of investments, the cancellation or withdrawal of investments, and similar activity.	FE + 5 years.	
GR1025-09b	INVESTMENT TRANSACTION RECORDS	Documentation related to the calculation of arbitrage rebate amounts, if any, on proceeds from the sale of tax-exempt bonds.	Retirement of the last obligation of the bond issue + 6 years.	
GR1025-10	CHARGE SCHEDULES/ PRICE LISTS	Schedules of prices charged by a local government for services to the public or other governments, including any documentation used to determine the charges.	US + 3 years.	

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## SECTION 2-2: ACCOUNTING RECORDS

**Retention Notes:** a) ACCOUNTING RECORDS OF MOTOR VEHICLE AND BOAT LICENSING AND REGISTRATION - For accounting and banking records relating to motor vehicle licensing not noted in this part, use Part 3 of Local Schedule TX.

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1025-25	ACCOUNTING POLICIES AND PROCEDURES DOCUMENTATION	Policy and procedure directives and similar records documenting accounting methodology.	US, expired, or discontinued + 5 years.	
GR1025-26	ACCOUNTS PAYABLE AND DISBURSEMENT RECORDS			
*GR1025-26a	ACCOUNTS PAYABLE AND DISBURSEMENT RECORDS	Claims, invoices, statements, copies of checks and purchase orders, expenditure authorizations, and similar records that serve to document disbursements, including those documenting claims for and reimbursement to employees for travel and other employment-related expenses.	FE of date of payment + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> Accounts payable and disbursement records for bond-funded projects must be maintained according to the retention period listed in GR1025-26d.
*GR1025-26b	ACCOUNTS PAYABLE AND DISBURSEMENT RECORDS	Accounts payable records sufficient to document the purchase costs of capital equipment or other fixed assets.	FE of date of disposal + 5 years for school districts; FE + 3 years for other governments.	
*GR1025-26c	ACCOUNTS PAYABLE AND DISBURSEMENT RECORDS	Reports accompanying the transmittal of funds to federal, state, or other local government agencies (e.g., sales tax to the State Comptroller of Public Accounts), to retirement systems, or to other entities if the funds are collected in whole or in part on behalf of other agencies or individuals (e.g., retirement deductions of employees).	FE of period covered by report + 3 years.	<b>Retention Note:</b> For reports accompanying the transmittal of federal and state payroll and unemployment taxes see item number GR1050-53(b).
GR1025-26d	ACCOUNTS PAYABLE AND DISBURSEMENT RECORDS	Accounts payable records for bond-funded projects.	FE of date of last bond payment + 5 years for school districts; FE of date of last bond payment + 3 years for other governments.	

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1025-27	ACCOUNTS RECEIVABLE RECORDS			<b>Retention Note:</b> For accounts receivable records associated with the collection of property taxes, all local governments, including school districts, should use Local Schedule TX (Records of Property Taxation).
*GR1025-27a	ACCOUNTS RECEIVABLE RECORDS	Bill copies or stubs, statements, billing registers, account cards, deposit warrants, cash receipts, receipt books, cash transfers, daily cash reports, cash drawer reconciliations, and similar records (such as returned checks and associated fees) that serve to document money owed to or received by a local government and its collection or receipt.	FE of date of receipt + 5 years for school districts; FE + 3 years for other governments.	
GR1025-27b	ACCOUNTS RECEIVABLE RECORDS	Accounts receivable records documenting the receipt of any monies by any local government that are remittable to the State Comptroller of Public Accounts (e.g., court costs in criminal cases, sales tax).	Remittance due date + 5 years.	
GR1025-27c	ACCOUNTS RECEIVABLE RECORDS	Account card or similar records documenting payments to a local government in which the government holds a property lien until the debt is satisfied (e.g., liens arising from demolition, lot cleaning), including original liens and lien releases.	FE of date of final payment and release of lien + 3 years.	
GR1025-27d	ACCOUNTS RECEIVABLE RECORDS	Account card or similar records relating to the receipt of cash deposits as sureties for the delivery of services (e.g., water and wastewater).	FE of termination of service or refund of deposit + 3 years.	
*GR1025-27e	ACCOUNTS RECEIVABLE RECORDS	Records of accounts deemed uncollectable, including write-off authorizations.	FE of write-off date + 5 years for school districts; FE of write off + 3 years for other governments.	
*GR1025-28	BANKING RECORDS	Bank statements, credit card statements, canceled checks, check registers, deposit slips, debit and credit notices, reconciliations, notices of interest earned, monetary transport records (including armored car pickup logs) etc.	FE + 5 years.	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1025-29	COST ALLOCATION AND DISTRIBUTION RECORDS	Records created to document the allocation of costs among accounts and funds of a local government, including records relating to chargebacks and other interdepartmental or interfund accounting transactions.	FE + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> If any of the records in this group are used as ledger and journal entry documentation, they must be retained for FE + 5 years (see item number GR1025-30) by all local governments.
GR1025-30	LEDGERS, JOURNALS, AND ENTRY DOCUMENTATION			<b>Retention Note:</b> Be certain to verify before the disposal of any ledger or journal under this item number that the ledger or journal does not serve to document financial activities that require a longer retention period (e.g. investment documentation of proceeds of tax exempt bonds under item number GR1025-09).
GR1025-30a	LEDGERS, JOURNALS, AND ENTRY DOCUMENTATION	General ledger showing receipts and expenditures from all accounts and funds of a local government.  (1) For fiscal years for which an annual financial audit report (see item number GR1025-01) exists.  (2) For fiscal years for which an annual financial audit report (see item number GR1025-01) <b>does not</b> exist.	FE + 5 years.  PERMANENT.	<b>Retention Note:</b> Review before disposal; some ledgers may merit <b>PERMANENT</b> retention for historical reasons.
GR1025-30b	LEDGERS, JOURNALS, AND ENTRY DOCUMENTATION	Subsidiary ledgers.	FE + 5 years.	<b>Retention Note:</b> Review before disposal; some ledgers may merit <b>PERMANENT</b> retention for historical reasons.
GR1025-30c	LEDGERS, JOURNALS, AND ENTRY DOCUMENTATION	Receipt, disbursement, general, or subsidiary journals.	FE + 5 years.	<b>Retention Note:</b> Review before disposal; some journals may merit <b>PERMANENT</b> retention for historical reasons.
GR1025-30d	LEDGERS, JOURNALS, AND ENTRY DOCUMENTATION	Journal vouchers and entries or similar posting control forms (including supporting documentation such as correspondence and auditor adjustments that evidence journal entries and amendments).	FE + 5 years.	<b>Retention Note:</b> If bill stubs (see item number GR1025-27a) are used as entry documentation for account journals, they must be retained by all local governments for FE + 5 years rather than the FE + 3 year retention period for accounts receivable records.
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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1025-30e	LEDGERS, JOURNALS, AND ENTRY DOCUMENTATION	Perpetual care fund registers of government-owned cemeteries.	PERMANENT.	By law - Health and Safety Code, Section 713.005(a).
GR1025-31	TRANSACTION SUMMARIES	Periodic summaries or reports of accounting transactions or activity by department, budget code, program, account, fund, or type of activity, including trial balances, <b>unless</b> the summary is of a type noted elsewhere in this part.		
GR1025-31a	TRANSACTION SUMMARIES	Daily.	30 days.	
GR1025-31b	TRANSACTION SUMMARIES	Weekly.	90 days.	
GR1025-31c	TRANSACTION SUMMARIES	Monthly, bimonthly, quarterly, or semi-annual.	2 years.	
GR1025-31d	TRANSACTION SUMMARIES	Annual.	FE + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> If an annual trial balance is not maintained, then the least frequent sub-yearly trial balance must be retained for FE + 5 years by all school districts and FE + 3 years by all other local governments.
GR1025-32	UNCLAIMED PROPERTY DOCUMENTATION	Any form of record sufficient to verify information on unclaimed property previously reported to the State Treasurer showing the name and last known address of the apparent owner of reportable unclaimed property, a brief description of the property, and the balance of each unclaimed account, if appropriate.	Date on which property is reportable + 10 years.	By law - Property Code, Section 74.103(b).

## PART 3: PERSONNEL AND PAYROLL RECORDS

**Retention Notes:** a) **FEDERAL RETENTION REQUIREMENTS** - Federal retention periods for personnel and payroll records arise principally from the administration of the Civil Rights Act of 1964, Title VII; the Age Discrimination and Employment Act of 1967; the Equal Pay Act; the Fair Labor Standards Act; the Federal Insurance Contribution Act; and the Federal Unemployment Tax Act. Various federal agencies or departments administer these acts and, because retention periods are set to enable each agency to carry out its particular oversight authority, different retention periods are often established for the same record. In compiling Schedule GR, the longest applicable federal retention period is cited as authority for the retention period indicated. A federal regulation is not cited if a state law or regulation requires a longer retention period. A federal retention period is also not cited if a Texas statute of limitations makes a longer retention period advisable. For example, the federal retention requirement for employment contracts [see item number GR1050-15(a)] is given as 3 years from the last effective date of the contract in 26 CFR 516.5, but suits in Texas may be brought by either party to such a contract within four years of the occurrence of an alleged breach; therefore a retention period of 4 years from the last effective date of the contract is set in this schedule. All retention periods in this part apply, by authority of this schedule, to all local governments, although some of them may be otherwise exempt from the federal requirement cited. This provision does not require the creation by exempted local governments of any special documentation demonstrating compliance with federal regulations that may be required of non-exempted governments.

b) **PERSONNEL FILES** - The individual employee personnel file is not scheduled as a unit in this section; documents normally placed in such files are scheduled separately.

c) **TERMINATED EMPLOYEES** - Notwithstanding any retention periods in this part, all personnel records existing on the date of termination of an involuntarily terminated employee must be retained for 2 years from the date of termination [29 CFR 1602.31, 1602.40, and 1602.49].

d) **JTPA AND CETA EMPLOYEES** - Any records maintained on applicants for or holders of positions paid in whole or in part from Comprehensive Employees' Training Act (CETA) funds or affirmative action apprenticeship program funds administered by the U. S. Department of Labor must be retained for 5 years from the date of enrollment in the program. [29 CFR 30.8(e)]. This 5-year retention period is extended by authority of this schedule to comparable records on applicants for or holders of positions paid in whole or in part from Job Training Partnership Act (JTPA) funds.

e) **DEFINITION OF EMPLOYEE** - For the purposes of this part, the term "employee" also includes elected or appointed officials of a local government who are paid wages or a salary from any funds of the local government and anyone voluntarily working or not receiving payment or compensation for working.

f) **PERSONNEL RECORDS IN SHERIFF'S DEPARTMENTS IN CERTAIN COUNTIES** - The Local Government Code, Section 157.904, provides that sheriff's departments in counties with a population of 3.3 million or more shall maintain "a permanent personnel file on each department employee." The precise contents of a personnel file are not specified, but three groups of records are expressly mentioned. Consequently, any record in item numbers GR1050-03, GR1050-07, and GR1050-21, all of which are records of a type mentioned in the statute, must be retained permanently. The sheriffs and their legal counsel should determine what other records may be includable in a permanent personnel file in sheriffs' departments subject to the law.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

## SECTION 3-1: PERSONNEL RECORDS

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-01	AFFIRMATIVE ACTION PLANS			
GR1050-01a	AFFIRMATIVE ACTION PLANS	Reports, analyses, and statistical data compiled from source documentation used to develop, implement, and monitor affirmative action plans.	5 years.	By regulation - 29 CFR 30.8(e).
GR1050-01b	AFFIRMATIVE ACTION PLANS	Affirmative action plans.	US + 5 years.	By regulation - 29 CFR 30.8(e).
GR1050-02	APTITUDE AND SKILLS TEST RECORDS	Records relating to aptitude or skills tests <b>required</b> of job applicants or of current personnel to qualify for promotion or transfer, including civil service examinations.		
GR1050-02a	APTITUDE AND SKILLS TEST RECORDS	Validation studies.	Life of test + 2 years.	
GR1050-02b	APTITUDE AND SKILLS TEST RECORDS	Tests.	US + 2 years.	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.  <b>Retention Note:</b> One copy of each different test (different in terms of either questions or administration procedures) should be retained for the period indicated.
*GR1050-02c	APTITUDE AND SKILLS TEST RECORDS	Test papers or results of persons taking tests.	Date of creation or personnel action involved, whichever later, + 2 years.	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.
GR1050-02d	APTITUDE AND SKILLS TEST RECORDS	Records, <b>other</b> than those noted (a)-(c), relating to the planning and administration of tests.	3 years.	
*GR1050-03	AWARDS AND COMMENDATIONS	Individual award, honor, or commendation bestowed on an employee.	Date of separation + 5 years.	<b>Retention Notes:</b> a) For administrative records of awarding committees, see item number GR 1050-09.  b) Refer to Retention Note (f) on page 1 of this schedule for awards bestowed on certain Sheriff's office employees

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-04	CERTIFICATES AND LICENSES	Certificates, licenses, or permits required of employees to qualify for or remain eligible to hold a position requiring certification or licensing.	US or separation of employee + 5 years.	<b>Retention Note:</b> If the submission of copies of certificates, licenses, or permits is required of all applicants for a position, those of applicants not hired must be retained for 2 years under item number GR1050-14.
GR1050-05	CONFLICT OF INTEREST AFFIDAVITS		5 years after leaving position for which the affidavit was filed.	
GR1050-06	COUNSELING PROGRAM RECORDS			
*GR1050-06a	COUNSELING PROGRAM RECORDS	Reports of interviews, analyses, and similar records relating to the counseling of an employee for work-related, personal, or substance abuse problems, including any warnings associated with the counseling. Usually maintained at the supervisory level or by human resources departments.	3 years after termination of counseling.	<b>Retention Note:</b> For records retained by professional therapists; refer to Local Schedule HR for patient records.
GR1050-06b	COUNSELING PROGRAM RECORDS	Records relating to the planning, coordination, implementation, direction, and evaluation of an employee counseling program.	3 years.	

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1050-07	DISCIPLINARY AND ADVERSE ACTION RECORDS	Records created by civil service boards or by personnel or supervisory officers in considering, or reconsidering on appeal, an adverse action (e.g., demotion, probation, termination, suspension, leave without pay) against an employee, including, as applicable, witness and employee statements, interview reports, exhibits, reports of findings, and decisions and judgments.  (1) All employees of sheriff's departments in counties with a population of 3.3 million or more.  (2) Police and fire department personnel in municipalities with a population of 10,000 or more that have established police and fire department civil service boards under Local Government Code, Chapter 143.  (3) All other local government employees.	PERMANENT.  PERMANENT.  2 years after case closed or action taken, as applicable.	<b>Retention Note:</b> Refer to Retention Note (f) on page 1 of this schedule for disciplinary records of certain Sheriff's employees.  By law – Local Government Code, Section 157.904.  By law – Local Government Code, Section 143.011(c).  By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.
GR1050-08	EMPLOYEE PENSION AND BENEFITS RECORDS			For records of pension and deferred compensation deductions from payroll see GR1050-52(b).
*GR1050-08a	EMPLOYEE PENSION AND BENEFITS RECORDS	Employee benefit plans such as pension; life, health, and disability insurance; seniority and merit systems; and deferred compensation plans, including amendments.	Termination of plan + 1 year.	By regulation - 29 CFR 1627.3(b)(2).  <b>Retention Note:</b> If the plan or system is not in writing, a memorandum fully outlining the terms of the plan or system and the manner in which it has been communicated to affected employees, together with notations relating to any revisions, must be retained for the same period as written plans.
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1050-08b	EMPLOYEE PENSION AND BENEFIT *S RECORDS	Enrollment forms providing personal identifying data, beneficiary information, option selection, and similar information.  (1) If the official record is maintained by the retirement system of which the local government is a member or by the service provider.  (2) If the official record is maintained by the local government.  (A) Pension and deferred compensation.  (B) Life, health, accidental death, and disability insurance.  (C) Any benefit other than those noted in (A) or (B).	AV.   Date of separation + 75 years. Termination of coverage + 4 years. US or separation + 2 years, as applicable PERMANENT.	
GR1050-08c	EMPLOYEE PENSION AND BENEFITS RECORDS	Annual reports from a pension system or fund.		
*GR1050-09	EMPLOYEE RECOGNITION RECORDS	Award committee reports, selection criteria, nominations, and similar administrative records of employee award or incentive programs.	2 years.	<b>Retention Note:</b> For records of an award/commendation given to an individual employee, see item number GR1050-03.
GR1050-10	EMPLOYEE SECURITY RECORDS			
GR1050-10a	EMPLOYEE SECURITY RECORDS	Records created to control and monitor the issuance of keys, identification cards, passes, or similar instruments of identification and access.	US, date of expiration, or date of separation + 2 years, as applicable.	
GR1050-10b	EMPLOYEE SECURITY RECORDS	Records relating to the issuance of parking permits.	US.	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-11	EMPLOYEE SELECTION RECORDS	Notes of interviews with candidates; audio and videotapes of job interviews; applicant rosters; eligibility lists; test ranking sheets; justification statements for violating eligibility or ranking sequence; and previous injury checks; offers of employment letters; and similar records documenting the filling of a vacant position.	2 years from the creation (or receipt) of the record or the personnel action involved, whichever later.	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.  <b>Retention Note:</b> See GR1050-36 for background and criminal history checks.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-12	EMPLOYEE SERVICE RECORDS	Summary employment history record for each employee maintained on one or more forms, containing the following <b>minimum</b> information: name; sex; date of birth; social security number; positions held with dates of hire, promotion, transfer, or demotion; dates of leaves of absence or suspension that affect computation of length of service; wage or salary rate for each position held, including step or merit increases within grades; most recent public access option form; and date of separation.	Date of separation + 75 years.	<p>For other information on employees that must also be retained either as part of this record or in another form, see item numbers GR1050-52(b) and GR1050-54(a).</p> <p><b>Retention Notes:</b> a) This schedule does not require the creation of an employee service record of the type described, but the creation of the record is strongly recommended to allow frequent disposal of documents from which information has been summarized. If an employee service record is not maintained, documents (e.g., employment applications, personnel action forms) containing the prescribed information must be retained date of separation + 75 years. More than one document providing the same element of required information need not be retained.</p> <p>b) The Teacher Service Record (Texas Education Agency Form FIN-115 or its equivalent), containing information required by statute or regulation, shall be considered an employee service record of the type described and must be retained date of separation + 75 years.</p> <p>c) Salary or wage data on an employee service record may be indicated by grade and step numbers if all corresponding wage rate tables (see item number GR1050-59) applicable to a person's employment history are retained date of separation + 75 years.</p>
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-13	EMPLOYMENT ADVERTISEMENTS OR ANNOUNCEMENTS	Advertisements or postings relating to job openings, promotions, training programs, or overtime opportunities, including jobs orders submitted to employment agencies.	2 years.	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.
GR1050-14	EMPLOYMENT APPLICATIONS	Applications, transcripts, letters of reference, and similar documents whose submission by candidates for vacant positions (both hired and not hired) or for promotion, transfer, or training opportunity (both selected and not selected) is required on the application form, by application procedures, or in the employment advertisement.	2 years from the creation (or receipt) of the record or the personnel action involved, whichever later.	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.
GR1050-14a	EMPLOYMENT APPLICATIONS	Samples of publications, artwork, or other products of prior achievement not returned to applicants.	AV.	
GR1050-14b	EMPLOYMENT APPLICATIONS	Transcripts of persons <b>hired</b> if state or federal law or regulation mandates a level of education needed to qualify for employment (e.g., school district professional and paraprofessional personnel). See also item number GR1050-28(a).	Date of separation + 5 years.	<b>Retention Note:</b> If applicant screening or hiring decisions are based on resumés, with only successful or interviewed candidates completing employment applications, then resumés of persons not hired must be kept for the same period as employment applications. If resumés are supplemental to employment application forms, they need only be retained as long as administratively valuable.
GR1050-15	EMPLOYMENT CONTRACT/COLLECTIVE BARGAINING RECORDS			
GR1050-15a	EMPLOYMENT CONTRACT/COLLECTIVE BARGAINING RECORDS	Contracts and agreements, including collective bargaining agreements, between a local government and an employee or a group of employees, including written acceptances of such contracts.	Last effective date of contract + 4 years.	
GR1050-15b	EMPLOYMENT CONTRACT/COLLECTIVE BARGAINING RECORDS	Records relating to the negotiation of collective bargaining agreements or similar group contracts, including reports; correspondence; mediation or arbitration agreements; the proceedings, findings, and awards of arbitration boards; and similar records.	Last effective date of contract + 4 years or, if no agreement or contract results, 4 years.	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-16	EQUAL EMPLOYMENT OPPORTUNITY RECORDS AND REPORTS			
GR1050-16a	EQUAL EMPLOYMENT OPPORTUNITY RECORDS AND REPORTS	Reports, analyses, or statistical data compiled from source documentation used to complete EEO reports.	3 years.	By regulation - 29 CFR 1602.30, 1602.39, and 1602.48.
GR1050-16b	EQUAL EMPLOYMENT OPPORTUNITY RECORDS AND REPORTS	EE0-1, EEO-4, EE0-5, and EE0-6 reports.	3 years.	By regulation - 29 CFR 1602.32, 1602.41, and 1602.50.
GR1050-16c	EQUAL EMPLOYMENT OPPORTUNITY RECORDS AND REPORTS	Case files relating to discrimination complaints, including complaints, legal and investigative documents, exhibits, related correspondence, withdrawal notices, and decisions or judgments.	Resolution of case + 3 years.	
GR1050-17	EQUAL PAY RECORDS	Reports, studies, aggregated or summarized data, and similar documentation compiled to monitor and demonstrate compliance with the Equal Pay Act.	2 years.	By regulation - 29 CFR 1620.32(c).
GR1050-18	FIDELITY BONDS		Effective life of bond + 5 years.	<b>Retention Note:</b> Does not include the Official Bond Record maintained by county clerks, which must be retained <b>PERMANENTLY</b> .
GR1050-19	FINGERPRINT CARDS		Date of separation + 5 years.	<b>Retention Note:</b> If fingerprint cards are created for all applicants for a position, those of persons not hired must be retained 2 years under item number GR1050-14.
*GR1050-20	GRIEVANCE RECORDS	Records relating to the review of employee grievances against personnel policies, working conditions, etc.	Final decision on the grievance + 2 years.	<b>Retention Note:</b> Do not confuse these records with those involving EEO complaints [see item number GR1050-16(c)].
*GR1050-21	JOB EVALUATIONS	Job evaluations, performance appraisals, or other similar documents used to evaluate the performance of employees.	US + 2 years; or date of separation + 2 years, whichever is applicable.	By regulation - 29 CFR 1620.32(c). <b>Retention Notes:</b> a) Refer to SD3575-05 pertaining to evaluations on school teachers. b) Refer to Retention Note (f) on page 1 of this schedule for evaluations of certain Sheriff's office employees.
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-22	MEDICAL AND EXPOSURE REPORTS			
*GR1050-22a	MEDICAL AND EXPOSURE REPORTS	Health, physical or psychological examination reports or certificates of all job applicants if physical or psychological condition is a factor in hiring decisions, including the promotion, transfer, or selection for training of current personnel.	2 years from the date of creation or personnel action involved, whichever is later.	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.
GR1050-22b	MEDICAL AND EXPOSURE REPORTS	Health or physical examination reports or certificates of employees for whom periodic monitoring of health or fitness is required.  (1) For employees exposed in the course of their work to toxic substances, harmful physical agents, or bloodborne pathogens.  (2) For all other employees.	Date of separation + 30 years.  US + 2 years.  30 years.	By regulation - 29 CFR 1910.1020(d)(1)(i)-(iii).
GR1050-22c	MEDICAL AND EXPOSURE REPORTS	Environmental, biological, and material safety monitoring reports concerning toxic substances and harmful physical agents in the workplace, including analyses derived from such reports.		By regulation - 29 CFR 1910.1020(d)(1)(ii). See Local Schedule PW 5450-01 for Asbestos Management Records.

Record Number	Record Title	Record Description	Retention Period	Remarks
<b>GRI050-22d</b>	<b>MEDICAL AND EXPOSURE REPORTS</b>	<p>Records of controlled substances and alcohol use and testing.</p> <p>(1) Records of driver alcohol test results indicating an alcohol concentration of 0.02 or greater; records of driver verified positive controlled substances test results; documentation of refusals to take required alcohol and/or controlled substances tests; driver evaluation and referrals; calibration documentation; records related to the administration of the alcohol and controlled substances testing programs; copy of each annual calendar year summary required by 49 CFR 382.401.</p> <p>(2) Records related to the alcohol and controlled substances collection process.</p> <p>(3) Records of negative and canceled controlled substances test results and alcohol test results with a concentration of less than 0.02.</p>	<p>5 years.</p> <p>2 years.</p> <p>1 year.</p>	By regulation – 49 CFR 382.401
<b>*GRI050-23</b>	<b>OATHS OF OFFICE</b>	<p>Any oaths or affirmations required of local government employees or officers. Includes the Statement of Elected Officer (Secretary of State Form 2201).</p>	US + 5 years or 5 years after leaving position for which oath required, whichever is applicable.	
<b>*GRI050-24</b>	<b>PERSONNEL ACTION OR INFORMATION NOTICES</b>	Documents used by personnel officers to create or change information in the personnel records of individual employees concerning hiring, termination, transfer, pay grade, position or job title, leaves of absence, name changes, and similar personnel actions <b>except</b> those noted elsewhere in this part.	2 years from the date of creation or the personnel action involved, whichever is later..	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.
<b>GRI050-25</b>	<b>PERSONNEL STUDIES AND SURVEYS</b>	Studies, statistical reports, surveys, cost analyses and projections, and similar records, <b>except</b> those noted elsewhere in this part, on any aspect of the personnel management or administration of a local government	3 years.	<b>Retention Note:</b> Review before disposal; some documents may merit <b>PERMANENT</b> retention for historical reasons.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-26	POSITION DESCRIPTION, CLASSIFICATION, AND STAFF MONITORING RECORDS			
GR1050-26a	POSITION DESCRIPTION, CLASSIFICATION, AND STAFF MONITORING RECORDS	Job descriptions, including any associated task or skill statements. Also includes documentation concerning the development and analysis of job descriptions and classification systems, including survey, review and audit reports; classification standards and guidelines; selection criteria; determination of classification appeals; etc. Position staffing and vacancy reports.	US or position abolished + 4 years.	By regulation - 40 TAC 815.106(i).
GR1050-26b	POSITION DESCRIPTION, CLASSIFICATION, AND STAFF MONITORING RECORDS		US.	
GR1050-26c	POSITION DESCRIPTION, CLASSIFICATION, AND STAFF MONITORING RECORDS	Personnel requisitions.	2 years.	
*GR1050-27	REDUCTION IN FORCE PLANS	Reduction in force plans and any related implementation documentation.	US, or if implemented, 2 years from date of last reduction in force action under the plan.	
GR1050-28	TRAINING AND EDUCATIONAL ACHIEVEMENT RECORDS			For other records relating to aptitude or skills tests <b>required</b> of job applicants or of current personnel to qualify for promotion or transfer see item number GR1050-02.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-28a	TRAINING AND EDUCATIONAL ACHIEVEMENT RECORDS	Certificates of completion, transcripts, test scores, or similar records documenting the training, testing, or continuing education achievements of an employee if such training or testing is required for the position held or if the educational or skill attainment or enhancement affects or could affect career advancement in the local government or, in the case of licensed or certified personnel (e.g., school professionals, firefighters, police officers, health care professionals), in other governments or the private sector.	Date of separation + 5 years.	<b>Retention Note:</b> If information concerning training or testing (e.g., test scores) is transferred to an Employee Service Record (item number GR1050-12), the document from which the information is taken need be retained for only 2 years.
GR1050-28b	TRAINING AND EDUCATIONAL ACHIEVEMENT RECORDS	Records documenting the planning, development, implementation, administration and evaluation of in-house training programs.	2 years.	
GR1050-28c	TRAINING AND EDUCATIONAL ACHIEVEMENT RECORDS	Training manuals, syllabuses, course outlines, and similar training aids used in in-house training programs.	US, expired, or discontinued + 2 years.	
GR1050-28d	TRAINING AND EDUCATIONAL ACHIEVEMENT RECORDS	Skill or achievement measurement records of a training group or class as a whole (e.g., rosters with scores).	2 years.	<b>Retention Note:</b> If the only information documenting the in-house training of an employee of the types described in (a) is contained in the measurement records of a group or class as a whole, the group records must be retained for the date of separation + 5 years for all employees included in the group records.
GR1050-29	UNEMPLOYMENT COMPENSATION CLAIMS RECORDS	Unemployment claims, pertinent correspondence, and similar records documenting unemployment compensation cases.	After closed + 5 years.	
*GR1050-30	VERIFICATIONS OF EMPLOYMENT ELIGIBILITY (Form I-9)		3 years from hire or 1 year after separation, whichever later.	By regulation - 8 CFR 274a.2 (b) (2) (i) (A) and (c) (2). <b>Retention Note:</b> If a former employee is rehired and a Form I-9 is still on file for the employee, the 3-year retention period dates from date of first hire.
GR1050-31	WORK SCHEDULES	Work, duty, shift, crew, case schedules, rosters, or assignments <b>except</b> work schedules includable in item number GR1050-56.	1 year.	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1050-32	WORKERS COMPENSATION CLAIM RECORDS	Records of accidents to or job-related illnesses of employees.		<b>Retention Note:</b> Refer to GR1050-22b (1) for any medical or exposure records created or collected.
*GR1050-32a	WORKERS COMPENSATION CLAIM RECORDS	Initial and supplemental incident forms, reports, or logs	CE + 5 years.	By regulation - 29 CFR 1904.33 <b>Retention Note:</b> If a claim is filed as a result of the accident or illness any forms or reports related to the incident must be retained under GR1050-32b.
*GR1050-32b	WORKERS COMPENSATION CLAIM RECORDS	Records of workers compensation claims filed by employees, including any reports or investigations used to determine eligibility. (1) If the local government is self-insured. (2) If the local government is not self-insured.	CE of closure of claim + 50 years. CE + 5 years	By law – Local Government Code, Section 145.007(c); 159.007(c).  <b>Retention Notes:</b> a) For campaign contribution and expenditure statements see item number EL3125-01 in Local Schedule EL (Records of Elections and Voter Registration). b) See item number EL3125-04 for financial disclosure statements of local government candidates.
*GR1050-33	FINANCIAL DISCLOSURE STATEMENTS	Financial disclosure statements of officers and/or employees of a local government required by Local Government Code Section 145.007(c) or 159.007(c).	Date of separation +2 years.	<b>Retention Note:</b> For campaign contribution and expenditure statements see item number EL3125-01 in Local Schedule EL (Records of Elections and Voter Registration).
GR1050-34	PUBLIC ACCESS OPTION FORMS	Form completed and signed by employee or official, or former employee or official, electing to keep home address, home telephone number, social security number, and family information open or confidential under the Public Information Act, Government Code 552.04.	US.	<b>Retention Note:</b> The last public access option form completed by an employee prior to termination of employment must be retained as part of the Employee Service Record (see record number GR1050-12 in this schedule).
GR1050-35	EMPLOYEE EXIT INTERVIEWS	Records of interviews and other supporting documentation conducted at time of employee termination.	Date of separation + 2 years.	

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-36	CRIMINAL HISTORY CHECKS	Used for condition of or in conjunction with employment application.	End of employee's probationary period or after immediate purpose has been fulfilled, as applicable.	By law - Government Code, Chapter 411 Subchapter F for certain education institutions and fire departments, and by authority of this schedule for all other local governments.  <b>Retention Note:</b> A local government that is authorized to obtain criminal history recorded information from the Texas Department of Public Safety must refer to Subchapter F, Chapter 411, Government Code for appropriate retention and use of this information.
*GR1050-37	EMPLOYEE ACKNOWLEDGEMENT FORMS	Employee acknowledgement forms or other documentation that show proof of receipt and awareness of local government policies and procedures.	US or date of separation +2 years, as applicable.	<b>Retention Note:</b> See item number GR1050-08b for acknowledgement forms of pension and deferred compensation policies and procedures.
GR1050-38	UNSOLICITED RESUMES	Unsolicited résumés received by local governments not used in the employment selection process.	AV.	<b>Retention Note:</b> See item number GR1050-14 for résumés, whether solicited or unsolicited, that are used in any way in the employment selection process.
GR1050-39	VOLUNTEER SERVICE FILES	Information about individual volunteers and duties they perform.	US or date of separation + 3 years.	
*GR1050-40	APPLICATIONS FOR PERMANENT EMPLOYMENT CERTIFICATION (ETA Form 9089)	Includes applications and supporting documentation, including employment applications, summaries of recruitment efforts, job postings, newspaper advertisements, job orders with the Texas Workforce Commission, and correspondence with the U.S. Department of Labor and attorneys.	Date of filing of application + 5 years	
*GR1050-41	OUTSIDE/SECONDARY EMPLOYMENT AUTHORIZATIONS	Personnel forms requesting permission to perform at a job outside of the local government.	Date of separation or until superseded + 2 years, as applicable	
*GR1050-42	LICENSE AND DRIVING RECORD CHECKS		US or date of separation	<b>Retention Note:</b> See item number SD3500-03c for driving record checks of school bus drivers
*GR1050-43	LABOR STATISTICS REPORTS	Reports providing statistical information on labor force.	3 years	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1050-44	AMERICANS WITH DISABILITIES ACT (ADA) DOCUMENTATION	Self-evaluations and plans documenting compliance with the requirements of the Americans with Disability Act.	3 years	By regulation – 28 CFR 35.105(d)

## SECTION 3-2: PAYROLL RECORDS

**Retention Note: OTHER ACCOUNTING RECORDS -** This section supplements Section 2-2 and schedules financial and accounting records found in most local governments specific to the disbursement of payroll. If a payroll-related record is not scheduled in this section, use Section 2-2 for the comparable record; e.g., payroll fund reconciliations should be retained for FE + 5 years under the retention for Banking Records (see item number GR1025-28).

Record Number	Record Title	Record Description	Retention Period	Remarks
GR-H 1050-50	DEDUCTION AUTHORIZATIONS	Documentation used to start, modify, or stop all voluntary or required deductions from payroll, including orders of garnishment or other court-ordered attachments.	7 years after separation or 7 years after amendment expiration, or termination of authorization, whichever sooner.	Requested by HISD Payroll Dept.
GR1050-51	DIRECT DEPOSIT APPLICATIONS/AUTHORIZATIONS		US or date of separation, as applicable.	
GR1050-52	EARNINGS AND DEDUCTION RECORDS			

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-52a	<b>EARNINGS AND DEDUCTION RECORDS</b>	A record containing the following payroll information on each employee: name, last known address and social security number, amount of wages paid to the employee for each payroll period, including all deductions, and date of payment.	Retention of any one of the following records for 5 years by school districts or 4 years by other local governments will satisfy the retention requirement:  1) Individual employee earnings card or record that shows earnings and deductions for each pay period.  2) Master payroll register which shows earnings and deductions for each pay period.	By regulation - 20 CFR 404.1225(b) (3) and 40 TAC 815.106(i).
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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-52b	EARNINGS AND DEDUCTION RECORDS	A record containing the following minimum pension and deferred compensation information on each employee: name, date of birth, social security number, and amount of pension and deferred compensation deductions.	<p>The retention of any one of the following for date of separation + 75 years will satisfy the retention requirement:</p> <p>1) Individual employee earnings card or record as in (a) (1).</p> <p>2) Employee Service Record (see item number GR1050-12) if it contains the prescribed pension and deferred compensation deduction data.</p> <p>3) Master payroll register, or the final year-to-date register of each calendar year, if the register shows all persons employed during the year from whose wages, pension, and deferred compensation deductions were made.</p>	
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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-52b (continued)	EARNINGS AND DEDUCTION RECORDS		<p>4) Pension and deferred compensation deduction register, or the final year-to-date pension deduction register of each calendar year, if the register lists <b>all</b> persons employed during the year from whose wages pension and deferred compensation deductions were made.</p> <p>5) Copies of annual or other periodic statements furnished to each employee detailing the deductions and contributions to a pension or deferred compensation plan during the past year or period.</p>	
GR1050-52c	EARNINGS AND DEDUCTION RECORDS	Master payroll register, including year-to-date registers, <b>if not used</b> to satisfy either of the retention requirements set in (a) or (b).	FE + 5 years for school districts; FE + 3 years for other governments.	
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Record Number	Record Title	Record Description	Retention Period	Remarks
<b>GRI050-52d</b>	<b>EARNINGS AND DEDUCTION RECORDS</b>	Subsidiary payroll registers, <b>if not used</b> to satisfy either of the retention requirements set in (a) or (b).  (1) If data contained in the subsidiary payroll register <b>is not</b> contained in the master payroll register.  (2) If data contained in the subsidiary payroll register <b>is</b> contained in the master payroll register.	FE + 5 years for school districts; FE + 3 years for other governments.  AV.	
<b>GRI050-52e</b>	<b>EARNINGS AND DEDUCTION RECORDS</b>	Copies of annual or other periodic statements furnished to each employee detailing the deductions and contributions to a pension or deferred compensation plan during the past year or period, <b>if not used</b> to satisfy the retention requirement set in (b).	2 years.	
<b>GRI050-52f</b>	<b>EARNINGS AND DEDUCTION RECORDS</b>	Payroll adjustment records, including transaction registers, authorizations, and similar records authorizing and detailing adjustments to payroll records because of overpayment, underpayment, etc.	FE + 5 years for school districts; FE + 3 years for other governments.	
<b>GRI050-53</b>	<b>FEDERAL AND STATE TAX FORMS AND REPORTS</b>			
<b>GRI050-53a</b>	<b>FEDERAL AND STATE TAX FORMS AND REPORTS</b>	Forms used to determine withholding from wages and salaries for payroll tax purposes (W-4 Forms).	4 years after separation or 4 years after form amended, whichever sooner.	By regulation - 20 CFR 404.1225(b) (3), 26 CFR 31.6001-1(e) (2) for federal forms and by authority of this schedule for any state forms.
<b>GRI050-53b</b>	<b>FEDERAL AND STATE TAX FORMS AND REPORTS</b>	Forms and reports used to report the collection, distribution, deposit, and transmittal of payroll or unemployment taxes (W-2, 1099).	4 years after tax due date or date tax paid, whichever later.	By regulation - 20 CFR 404.1225(b) (3), 26 CFR 31.6001-1(e) (2) for federal forms and by authority of this schedule for state forms.
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Record Number	Record Title	Record Description	Retention Period	Remarks
<b>GR1050-54</b>	<b>LEAVE RECORDS</b>			
<b>GR1050-54a</b>	<b>LEAVE RECORDS</b>	A record containing a record of the unused accumulated sick leave of each employee <b>if</b> (1) all or a percentage of accumulated sick leave is used to calculate length of service and/or (2) accumulated sick leave is creditable to an employee if rehired.	<p>The retention of any one of the following for date of separation + 75 years will satisfy the retention requirement:</p> <p>1) Individual employee earnings card or record as described in item number GR1050-52a if it also contains accumulated sick leave data.</p> <p>2) Employee Service Record (see item number GR1050-12) if it contains the accumulated sick leave data prescribed.</p> <p>3) Copy of the final time summary or leave status report, as noted in (d), of each separated employee.</p>	
<b>GR1050-54b</b>	<b>LEAVE RECORDS</b>	Requests and authorizations for vacation, compensatory, sick, Family and Medical Leave Act (FMLA), and other types of authorized leave, and supporting documentation.	FE + 5 years for school districts; FE + 3 years for other governments.	By regulation – 29 CFR 825.500.

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR1050-54c	LEAVE RECORDS	Leave or hours-to-date registers.	FE + 5 years for school districts; FE + 3 years for other governments.	
GR1050-54d	LEAVE RECORDS	Copies of periodic time summary or leave status reports furnished to each employee containing information on vacation, sick, compensatory, or other leave earned and used, including the final report of separated employees <b>if they are not used</b> to satisfy the retention requirement set in (a).	2 years.	
GR1050-55	PAYROLL ACTION OR INFORMATION NOTICES	Documents used by payroll officers to create or change information in the payroll records of individual employees <b>except</b> deduction authorizations (see item number GR1050-50) and federal tax forms [see item number GR1050-53(a)].		
*GR1050-55a	PAYROLL ACTION OR INFORMATION NOTICES	Documents concerning hiring, termination, transfer, pay grade, position or job title, name changes, etc.	2 years from the date of creation or personnel action involved, whichever is later	By regulation - 29 CFR 1602.31, 1602.40, and 1602.49.  <b>Retention Note:</b> Refer to GR1050-12 in this schedule as some information must be kept in Employee Service Record.
GR-H 1050-55b	PAYROLL ACTION OR INFORMATION NOTICES	Documents concerning adjustments to payroll and leave status.	FE + 5 years	<b>Retention Note:</b> Refer to GR1050-12 in this schedule as some information must be kept in Employee Service Record.  <i>Requested by HISD Payroll Dept.</i>
GR1050-56	TIME AND ATTENDANCE REPORTS	Time cards or sheets, including work schedules and documentation evidencing adherence to or deviation from normal hours for those employees working on fixed schedules.	4 years.	By regulation - 40 TAC 815.106(i).
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Record Number	Record Title	Record Description	Retention Period	Remarks
GRI050-57	TIME CHANGE RECORDS	Requests and authorizations for overtime, time trading, and other actions that affect normal work time <b>except</b> leave requests [see item number GR1050-54(c)].	2 years.	
GRI050-58	REIMBURSABLE ACTIVITIES, REQUESTS AND AUTHORIZATIONS TO ENGAGE IN	Requests and authorizations for travel; participation in educational programs, workshops, or college classes; or for other <i>bona fide</i> work-related activities in which the expenses of an employee are defrayed or reimbursed.	FE + 5 years for school districts; FE + 3 years for other governments.	
GRI050-59	WAGE AND SALARY RATE TABLES			
GRI050-59a	WAGE AND SALARY RATE TABLES	If wage or salary rate for each position listed on an Employee Service Record (see item number GR1050-12) is expressed in dollars.	2 years after last effective date.	By regulation - 29 CFR 516.6(a) (2).
GRI050-59b	WAGE AND SALARY RATE TABLES	If wage or salary rate for each position listed on an Employee Service Record (see item number GR1050-12) is indicated by grade or step number only..	Date of separation + 75 years.	

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## PART 4: SUPPORT SERVICES RECORDS

## SECTION 4-1: PURCHASING RECORDS

**Retention Notes:** RELATIONSHIP WITH ACCOUNTS PAYABLE RECORDS - In a local government in which purchasing and accounts payable records (see item number 1025-26) are maintained by the same individual or department, duplicate copies of a record need not be created and/or retained to satisfy the retention requirements of this section if the record is used in documenting both the ordering and procurement of and payment for goods and services. In such instances, retention requirements for accounts payable records prevail over those noted in this section.

Record Number	Record Title	Record Description	Retention Period	Remarks
GRI075-01	BIDS AND BID DOCUMENTATION			
GRI075-01a	BIDS AND BID DOCUMENTATION	Successful bids and requests for proposals, including invitations to bid, bid bonds and affidavits, bid sheets, and similar supporting documentation.	FE of award + 5 years for school districts; FE + 3 years for other governments.	<b>Retention Note:</b> If a formal written contract is the result of a successful bid or request for proposal, the successful bid or request for proposal and its supporting documentation must be retained for the same period as the contract. See item number GR1000-25.
GRI075-01b	BIDS AND BID DOCUMENTATION	Unsuccessful bids.	2 years.	
GRI075-01c	BIDS AND BID DOCUMENTATION	Requests for informal bid estimates, quotes, or responses from providers for the procurement of goods or services for which state law or local policy does not require the formal letting of bids.	1 year.	
GRI075-01d	BIDS AND BID DOCUMENTATION	Requests for information (RFI) preliminary to the procurement of goods or services by direct purchase or bid.	AV after date of direct purchase, issuance of request for bids, or decision not to proceed with the procurement, as applicable.	
*GRI075-02	PARTS AND SUPPLIES INVENTORY RECORDS	Inventories of parts and supplies	1 year.	
GRI075-03	PURCHASE ORDER AND RECEIPT RECORDS			

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Record Number	Record Title	Record Description	Retention Period	Remarks
<b>GRI075-03a</b>	<b>PURCHASE ORDER AND RECEIPT RECORDS</b>	Purchase orders, requisitions, and receiving reports.	FE + 5 years for school districts; FE + 3 years for other governments.	
<b>GRI075-03b</b>	<b>PURCHASE ORDER AND RECEIPT RECORDS</b>	Purchasing log, register, or similar record providing a chronological record of purchase orders issued, orders received, and similar data on procurement status.	FE + 3 years.	
<b>GRI075-03c</b>	<b>PURCHASE ORDER AND RECEIPT RECORDS</b>	Packing slips and order acknowledgments.	AV.	
<b>GRI075-03d</b>	<b>PURCHASE ORDER AND RECEIPT RECORDS</b>	Vendor and commodity lists.	US.	
<b>GRI075-04</b>	<b>W-9 FORM - REQUEST FOR TAXPAYER IDENTIFICATION NUMBER (TIN) AND CERTIFICATION</b>	W-9 IRS Form used to request a taxpayer identification number (TIN) for reporting information to IRS. This includes W-9 forms received by local governments from vendors.	Date account is opened or date instrument purchased + 3 years.	By regulation - 26 CFR 31.3406(h)-3(g).

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## SECTION 4-2: FACILITY, VEHICLE, AND EQUIPMENT MANAGEMENT RECORDS

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1075-15	ACCIDENT AND DAMAGE REPORTS (PROPERTY)	Reports of accidents or damage to facilities, vehicles, or equipment if no personal injury is involved.	3 years.	<b>Retention Note:</b> For accident reports involving personal injury see item numbers GR1000-20 and GR1050-32.
GR1075-16	CONSTRUCTION PROJECT RECORDS			
*GR1075-16a	CONSTRUCTION PROJECT RECORDS	Records concerning the planning, design, construction, conversion, or modernization of local government-owned facilities, structures, infrastructure (i.e. electrical lines, underground water lines), and systems, including feasibility, screening, and implementation studies; topographical and soil surveys and reports; architectural and engineering drawings, elevations, profiles, blueprints, and as-built; inspection and investigative reports; laboratory test reports; environmental impact statements; construction contracts and bonds; correspondence; and similar documentation <b>except as described in (b), (c) or (d).</b>	LA + 10 years.	<p><b>Retention Notes: a) Review before disposal; some records may merit PERMANENT retention for historical reasons.</b></p> <p><b>b) If a structure, facility, or system is sold or transferred to another person or entity, the local government must retain the original records relating to its construction to fulfill retention requirements. Copies of the records may be given to the person or entity to which the structure, facility, or system is sold or transferred.</b></p> <p><b>c) Records of the types described relating to places eligible for or already listed as historic by national, state, or local organizations or authorities must be retained PERMANENTLY.</b></p>

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1075-16b	CONSTRUCTION PROJECT RECORDS	Records of the types described in (a) relating to the construction of prefabricated storage sheds, bus shelters, parking lot kiosks, non-structural recreational facilities such as baseball diamonds and tennis courts, and similar structures and facilities.	Completion of the project + 10 years.	<p><b>Retention Notes:</b> a) Review before disposal; some records may merit <b>PERMANENT</b> retention for historical reasons. Records relating to construction of some of the described structures will have historical value if they are closely associated with a major structure as described in GR1075-16a. For example, records relating to the construction of gazebos, fountains, walls, or statuary located on the grounds of a county courthouse are part of the landscape of the courthouse and its grounds and should be retained <b>PERMANENTLY</b>.</p> <p>b) Records of the types described relating to places eligible for or already listed as historic by national, state, or local organizations or authorities must be retained <b>PERMANENTLY</b>.</p> <p>c) If the construction of a structure described in GR1075-16b includes infrastructure (i.e. electrical lines, underground water lines, etc.), records of the infrastructure must be maintained <b>Life of Asset + 10 years</b>.</p> <p><b>Retention Note:</b> Records of the types described relating to government-owned structures or places eligible for or already listed as historic by national, state, or local organizations or authorities must be retained <b>PERMANENTLY</b>.</p>
GR1075-16c	CONSTRUCTION PROJECT RECORDS	Records relating to construction projects described in GR1075-16a and GR1075-16b, that are transitory or of ephemeral relevance, and are not required for maintaining, modifying, and repurposing the building or structure. Records may include, but are not limited to, records of architectural and engineering draft design plans and specifications that precede the signed and sealed versions, , delivery tickets for expendable products, daily work reports, etc.	5 years	

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1075-16d	CONSTRUCTION PROJECT RECORDS	Line Locate Requests, Call Before you Dig records, or other similar records documenting requests for information regarding locations of the underground cable or utility lines.	Completion of project requiring the locate request + 2 years.	<b>Retention Note:</b> If damage to utility lines becomes subject to litigation, the locate records must be retained in accordance with GR1000-31 (Litigation Case Files).
GR1075-17	LOST AND STOLEN PROPERTY REPORTS		FE + 3 years.	
GR1075-18	MAINTENANCE, REPAIR, AND INSPECTION RECORDS	Records documenting the maintenance, repair, and inspection of facilities, vehicles, and equipment.		<b>Retention Note:</b> This record group schedules records of maintenance and repair to general-purpose vehicles, office equipment, and office facilities. For retention requirements for the maintenance and repair of specialized vehicles (e.g., police cars, fire trucks, school buses), equipment (e.g., airport runway beacons, traffic lights), or facilities (e.g., wastewater treatment plants) see other commission schedules.
GR1075-18a	MAINTENANCE, REPAIR, AND INSPECTION RECORDS	Vehicles and equipment. (1) Routine inspection records. (2) Maintenance and repair records.	1 year. Life of asset.	<b>Retention Note:</b> If a vehicle is salvaged as the result of an accident, the maintenance and repair records for the vehicle must be retained for date of salvage + 1 year.
GR1075-18b	MAINTENANCE, REPAIR, AND INSPECTION RECORDS	Facilities. (1) Routine cleaning, janitorial, and inspection work. (2) All other facility maintenance, repair and inspection records (including those relating to plumbing, electrical, fire suppression, and other infrastructural systems).	1 year. 5 years.	<b>Retention Note:</b> Records of the types described relating to government-owned structures or places eligible for or already listed as historic by national, state, or local organizations or authorities must be retained <b>PERMANENTLY</b> .
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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR1075-19	SERVICE REQUESTS/WORK ORDERS	Requests or work orders for repairs and maintenance to facilities, vehicles, or equipment.	2 years.	<b>Retention Note:</b> If work orders serve as the only form of record documenting repairs to vehicles or equipment [see item number GR1075-18(a)] they must be retained for the life of the vehicle or equipment.
GR1075-20	USAGE REPORTS	Reports of usage of facilities, vehicles, and equipment.		
*GR1075-20a	USAGE REPORTS	Any type of usage report (e.g., mileage, fuel consumption, copies run) if such reports are the basis for allocating costs, for determining payment under rental or lease agreements, etc.	FE + 5 years for school districts; FE + 3 years for other governments.	
*GR1075-20b	USAGE REPORTS	Reservation logs or similar records relating to the use of facilities such as meeting rooms, auditoriums, etc. by the public or other governmental agencies.	2 years.	
*GR1075-20c	USAGE REPORTS	Usage reports compiled for purposes other than those noted in (a) or (b).	1 year.	
GR1075-21	VEHICLE OR EQUIPMENT ASSIGNMENT RECORDS	Assignment logs, authorizations, and similar records relating to the assignment and use of government-owned vehicles or equipment by employees.	After return or reassignment + 2 years.	
GR1075-22	VISITOR CONTROL REGISTERS	Logs, registers, or similar records documenting visitors to limited access or restricted areas.	3 years.	<b>Retention Note:</b> If the visitor control register is needed as part of an investigation it should be retained with the investigation case file PS4125-05.
*GR1075-23	WARRANTIES	Warranties for vehicles and equipment.	Expiration of warranty + 1 year.	
GR1075-24	VEHICLE TITLES AND REGISTRATIONS	Vehicle titles and registrations of government-owned vehicles.	L.A.	
GR1075-25	SURVEILLANCE VIDEOS	Video surveillance for, but not limited to, security of property and persons.	A.V.	<b>Retention Note:</b> If the surveillance video is needed as part of an investigation it should be retained with the investigation case file PS4125-05.
*GR1075-26	EQUIPMENT MANUALS	Equipment manuals, owner's manuals, instructional manuals, or other similar documentation for government owned equipment, except for equipment manuals noted elsewhere in this schedule or other schedules adopted by the commission.	L.A.	

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## SECTION 4-3: COMMUNICATIONS RECORDS

Record Number	Record Title	Record Description	Retention Period	Remarks
GR1075-40	POSTAL AND DELIVERY SERVICE RECORDS			
GR1075-40a	POSTAL AND DELIVERY SERVICE RECORDS	Meter and permit usage records.	1 year.	
GR1075-40b	POSTAL AND DELIVERY SERVICE RECORDS	Registered, certified, insured, and special delivery mail receipts and similar records of transmittal by express or delivery companies.	1 year.	
GR1075-41	TELEPHONE LOGS OR ACTIVITY REPORTS	Registers or logs of telephone calls and fax transmissions made and similar activity reports.		
GR1075-41a	TELEPHONE LOGS OR ACTIVITY REPORTS	If the log, report, or similar record is used for cost allocation purposes.	FE + 5 years for school districts; FE + 3 years for other governments.	
GR1075-41b	TELEPHONE LOGS OR ACTIVITY REPORTS	If the log, report, or similar record is used for internal control purposes other than cost allocation.	1 year.	
*GR-H 1075-42	E-RATE RECORDS	E-Rate is the Schools and Libraries Program of the Universal Service Fund that provides discounts to schools and libraries for telecommunications and Internet access. E-Rate is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communication Commission (FCC).  All records related to the application for, receipt, and delivery of discounted telecommunications and other supported services.	FE of last invoice + 10 years.	By regulation - 47 CFR 54.516.  <i>Requested by HISD E-Rate Compliance Office.</i>
*GR1075-43	DIRECTORY INFORMATION	Mailing addresses, telephone or fax numbers, or email addresses, or other contact information maintained by a local government on its employees or persons it serves.	US, expired, or discontinued	Formerly listed as GR1075-41c

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## SECTION 4-4: WORKPLACE SAFETY RECORDS

Record Number	Record Title	Record Description	Retention Period	Remarks
GR5750-01	BLOODBORNE PATHOGEN TRAINING RECORDS	Records of training given to employees with exposure to blood borne pathogens showing the dates of training sessions, contents or summaries of the sessions, names and job titles of those who received training, and names and qualifications of instructors.	3 years.	
GR5750-02	FACILITY CHEMICAL LISTS	Copies of tier two forms containing information of hazardous chemicals present in local government facilities submitted to the fire chief of the fire department having jurisdiction over the facilities and to the Texas Department of State Health Services as required by Health and Safety Code, Section 506.006.	30 years.	By law – Health and Safety Code, Section 506.006.
GR5750-03	HAZARD COMMUNICATION PLANS	Plans describing how criteria of the Hazard Communications Act (Chapter 502, Health and Safety Code) with regard to the education and training of employees will be met.	US + 5 years.	By law - Health and Safety Code, Section 502.009(g).
GR5750-04	HAZARDOUS MATERIALS TRAINING RECORDS	Records of training given to employees in a hazard communications program showing the date of each training session, subjects covered during the session, rosters of employees who attended, and the names of instructors.	5 years.	By law - Health and Safety Code, Section 502.009(g).
GR5750-05	MATERIAL SAFETY DATA SHEETS (MSDS)	Material safety data sheets (MSDS) supplied to local government employers by manufacturers or distributors of hazardous chemicals.	AV after receipt of updated sheet or the hazardous chemical is no longer present in the local government, as applicable.	

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Record Number	Record Title	Record Description	Retention Period	Remarks
GR5750-06	WORKPLACE CHEMICAL LISTS	Lists of hazardous chemicals, including superseded lists, compiled and maintained by local governments in accordance with the Health and Safety Code, Section 502.005.	30 years.	By law - Health and Safety Code, Section 502.005(d).  <b>Retention Note:</b> State law (Health and Safety Code, Section 502.005(d)) provides that if a local government is dissolved (e.g., a municipality through disincorporation), it shall send the workplace chemical lists in its possession to the director of the Texas Department of State Health Services.
*GR5750-07	DISASTER PREPAREDNESS AND RECOVERY PLANS	Disaster preparedness, continuity or operations, business continuity, or other plans used to prepare for or respond to emergencies or disasters.	US	

## PART 5: INFORMATION TECHNOLOGY RECORDS

**Retention Notes:** (a) This part establishes retention periods for records essential to the creation, maintenance, and use of electronic records (information recorded in a form for computer processing including data, graphics, digital images, multi-media records, etc.) and records related to computer operations/technical support not covered elsewhere in this schedule. Records in this part may be maintained on whatever medium is appropriate including electronic (on-line, magnetic tape, optical disk, CD-ROM, etc.), paper, and microform.

(b) Other types of records may be maintained electronically that are listed elsewhere in this schedule, such as administrative, fiscal, personnel, and support services records, or in other specialized schedules adopted by the Texas State Library and Archives Commission, such as Local Schedule PS (Records of Public Safety Agencies), Local Schedule HR (Records of Public Health Agencies), etc. The retention period for those electronic records will be as specified under the appropriate records series item number according to the function of the information. For example, if an electronic system were used to maintain encumbrance and expenditure reports, the retention period for these electronic records would be 2 years as specified in item number 1025-04(d). Retention requirements apply to records maintained on all types of electronic systems including mainframe, minicomputer, microcomputer, local-area-network based systems, etc.

(c) Administrative rules of the Texas State Library and Archives Commission (13 TAC 7.71-7.79) require that retention procedures for electronic records with an approved retention of 10 years or more must include provisions for scheduling the disposition of the electronic records as well as related software, documentation, and indexes; and for regular recopying, reformatting, and other necessary maintenance or conversion activities to ensure the retention and stability of electronic records until the expiration of their retention periods.

(d) If automated information is copied to paper or microform to create the official record, the electronic files do not have to be maintained for the full retention period of the record. The added value of electronic files for facilitating retrieval, making queries, providing for automated audit trails, etc., should be carefully reviewed prior to destruction of the electronic files even though there is an official record in another medium.

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## SECTION 5-1: RECORDS OF AUTOMATED APPLICATIONS

Record Number	Record Title	Record Description	Retention Period	Remarks
GR5800-01	AUDIT TRAIL RECORDS	Files needed for electronic data audits such as files or reports showing transactions accepted, rejected, suspended, and/or processed; history files/tapes; records of on-line updates to application files or security logs.	Until audit requirements met.	
GR5800-02	FINDING AIDS, INDEXES, AND TRACKING SYSTEMS	Automated indexes, lists, registers, and other finding aids used to provide access to the hard copy and electronic records.	Until the related hard copy or electronic records have been destroyed.	
GR5800-03	HARDWARE DOCUMENTATION	Records documenting operational and maintenance requirements of computer hardware such as operating manuals, hardware/operating system requirements, hardware configurations, and equipment control systems.	Until electronic records are transferred to and made usable in a new hardware environment or there are no electronic records being retained to meet an approved retention period that require the hardware to be retrieved and read.	<b>Retention Note:</b> If the retention period of electronic records is extended to meet requirements of an audit, litigation, Public Information Act request, etc. any hardware documentation required to retrieve and read the records must also be retained for the same period.

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Record Number	Record Title	Record Description	Retention Period	Remarks
*GR5800-04	INFORMATION SYSTEM/DATABASE RECORDS	Relatively long-lived computer files, including databases, containing organized and consistent sets of complete and accurate electronic records.	Until electronic records are transferred to and made usable in a new system environment, or the files have met a retention period established in this or other commission schedule, whichever sooner.	<p><b>Retention Note:</b> a) The need to retain "snapshots" of some continuing information systems or databases should be carefully evaluated. For example, if a Geographic Information System has only current mapping information, historical versions of zoning changes would not be available even though these records have long-term legal and historical value.</p> <p>b) Records managers should ensure that snapshots which support records on this or other commission schedules are retained for the full retention period of the records they support.</p>
*GR5800-05	PROCESSING RECORDS	Electronic files used to produce or modify an information system or database, including, but not limited to, work files, maintenance and test files, print files, and intermediate input/output records.	Until electronic records are transferred to and made usable in a new system environment, or the files have met a retention period established in this or other commission schedule, whichever sooner.	<p><b>Retention Note:</b> Routine or benchmark files used to test system performance and files which facilitate processing of a particular job or system run, but which do not add to, delete from, or substantially modify information in an information system or database need be retained only as long as administratively valuable.</p>

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR5800-06	SOFTWARE PROGRAMS	Automated software applications and operating system files including job control language, etc.	Until electronic records are transferred to and made usable in a new software environment or there are no electronic records being retained to meet an approved retention period that require the software to be retrieved and read.	<b>Retention Note:</b> If the retention period of electronic records is extended to meet requirements of an audit, litigation, Public Information Act request, etc. any software program required to retrieve and read the records must also be retained for the same period.
*GR5800-08	TECHNICAL DOCUMENTATION	Records adequate to specify all technical characteristics necessary for reading or processing of electronic records and their timely, authorized disposition. Includes documentation describing how a system operates and which is necessary for using the system such as user guides, system or sub-system definitions, system specifications, input and output specifications, and system flow charts; program descriptions and documentation such as program flowcharts, program maintenance logs, change notices, and other records that document modifications to computer programs; and data documentation necessary to access, retrieve, manipulate and interpret data in an automated system such as a data element dictionary, file layout, code book or table, and other records that explain the meaning, purpose, structure, logical relationships, and origin of the data elements.	Until electronic records are transferred to and made usable in a new hardware or software environment with new documentation or there are no electronic records being retained to meet an approved retention period that require the documentation to be retrieved and read.	<b>Retention Note:</b> If the retention period of electronic records is extended to meet requirements of an audit, litigation, open records action, etc. any technical documentation required to retrieve and read the records must also be retained for the same period.
*GR5800-09	AUTOMATED PROGRAM LISTING/SOURCE CODE	Automated program code and builds which generate the machine-language instructions used to operate software programs	Until superseded or software program no longer used, whichever sooner	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

## SECTION 5-2: COMPUTER OPERATIONS AND TECHNICAL SUPPORT RECORDS

**Retention Note:** Not all of the following types of records will be created with all electronic systems. A local government should determine which records are needed according to the type of computer operation in use (mainframe, individual personal computers, networked personal computers, etc.). The records in this section may be maintained electronically (on-line, magnetic tape, optical disk, etc.) or on another medium such as paper or microform provided the approved retention period is met.

Record Number	Record Title	Record Description	Retention Period	Remarks
*GR5825-01	SYSTEM SECURITY RECORDS			
*GR5825-01a	SYSTEM SECURITY RECORDS	Records created for security purposes to control or monitor individual access to a system and its data, including but not limited to user account records, security login information, and password files.	US, date of expiration or date of separation + 2 years, as applicable	
*GR5825-01b	SYSTEM SECURITY RECORDS	Records used to control and monitor the security of a system and its data, including vulnerability scans, intrusion tests, malicious code detection tests, threat and risk assessments, technical security reviews, patch management logs, intrusion detection logs, firewall logs, and related records. Records documenting incidents and investigations involving unauthorized attempted entry, probes and/or attacks on information systems or networks	AV	
GR5825-02	BATCH DATA ENTRY CONTROL RECORDS	Forms and logs used to reconcile batches submitted for processing against batches received and processed.	AV after reconciliation confirmed.	
GR5825-03	CHARGEBACK RECORDS TO DATA PROCESSING SERVICES USERS	Records used to document, calculate costs, and bill program units for computer usage and data processing services. These records are also used for cost recovery, budgeting, or administrative purposes.	FE + 5 for school districts; FE + 3 years for other governments.	
GR5825-04	COMPUTER JOB SCHEDULES AND REPORTS	Schedules or similar records showing computer jobs to be run and other reports by computer operators or programmers of work performed.	90 days.	
*GR5825-06	DATA PROCESSING PLANNING RECORDS	Reports, studies, analyses, projections, and similar records concerning the creation, development, or modification of data processing systems and services.	5 years.	<b>Retention Note:</b> Review before disposal; some records of this type may merit <b>PERMANENT</b> retention for historical reasons.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR5825-08	ELECTRONIC MEDIA LIBRARY SYSTEM RECORDS	Records used to control the location, maintenance, and disposition of media in an electronic media library <b>except</b> for records destruction documentation that is maintained permanently (see item number GR1000-40).	Until related records or media are destroyed or withdrawn from the library.	
*GR5825-09	DATA ENTRY DOCUMENTS	Records or forms designed and used solely for data input and control <b>except</b> for data entry documents noted elsewhere in this schedule or other schedules adopted by the commission.	Until all data has been entered into the system and, if required, verified.	
GR-H5825-10	NETWORK CIRCUITS INVENTORIES	Records containing information on network circuits used by the government including circuit number, vendor, type of connection, terminal series, software, contact person, and other relevant information about the circuit.	FE + 5 years or US <i>whichever later</i> .	<i>Requested by HISD IT Dept.</i>
GR-H5825-11	NETWORK IMPLEMENTATION RECORDS	Records used to implement a computer network including reports, diagrams of network, and wiring schematics.	FE + 5 years or US <i>whichever later</i> .	<i>Requested by HISD IT Dept.</i>
*GR-H5825-12	OPERATING SYSTEM AND HARDWARE CONVERSION PLANS	Records relating to the replacement of equipment or computer operating systems not included elsewhere in this schedule.	FE + 5 years after completion of conversion.	<i>Requested by HISD IT Dept.</i>
GR5825-13	OUTPUT RECORDS FOR COMPUTER PRODUCTION	Reports showing transactions that were accepted, rejected, suspended, and/or processed.	AV.	
*GR5825-14	QUALITY ASSURANCE RECORDS	Information verifying the quality of system, hardware, or software operations including records of errors or failures and the loss of data resulting from such failures, documentation of abnormal termination and of error free processing, checks of changes put into production, transaction histories, and other records needed as an audit trail to evaluate data accuracy.	Until no longer needed as an audit trail.	
GR5825-15	PROJECT RECORDS	Records created and used in the development, redesign, or modification of automated systems or applications.		<b>Retention Note:</b> Does not include purchasing records for computer software or hardware such as individual personal computers, which are covered in Part 4 of this schedule.
GR-H5825-15a	PROJECT RECORDS	Project management records, design documentation, feasibility studies, justifications, user requirements, etc.	FE + 5 years after completion of project.	<i>Requested by HISD IT Dept.</i>

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Record Number	Record Title	Record Description	Retention Period	Remarks
GR5825-15b	PROJECT RECORDS	Routine status reports, memos, and correspondence.	AV.	
*GR5825-16	SYSTEM ACTIVITY MONITORING RECORDS	Records or logs that monitor and report levels and patterns of individual and organizational use of system hardware, software application, and internet resources, including but not limited to log in files, system usage files, application usage files, data entry logs, print spool logs, and records of individual computer usage. May also include levels of storage and network/bandwidth traffic and other documentation related to activities for monitoring and ensuring optimal efficiency of system resource use.	AV.	
GR5825-18	INTERNET COOKIES	Data resident on hard drives that make use of user-specific information transmitted by the Web server onto the user's computer so that the information might be available for later access by itself or other servers.	AV.	<b>Retention Note:</b> The disposal of Internet cookies need not be documented through destruction authorizations (GR1000-40(b)), but governments should establish procedures governing disposal of these records as part of its records management plan (GR1000-40(d)).
GR5825-19	HISTORY FILES – WEB SITES	A record of the documents visited during an Internet session that allows users to access previously visited pages more quickly or to generate a record of a user's progress.	AV.	<b>Retention Note:</b> The disposal of Internet history files need not be documented through destruction authorizations (GR1000-40(b)), but governments should establish procedures governing disposal of these records as part of its records management plan (GR1000-40(d)).
GR5825-20	SOFTWARE REGISTRATIONS, WARRANTIES, AND LICENSE AGREEMENTS		LA + 3 years.	
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

## ADDENDUM D

### Policy BB Regulation

Houston ISD  
101912

## BOARD MEMBERS

BB  
(REGULATION)BOARD SERVICES  
OFFICE

1. In addition to the assigned responsibilities related to the function and duties of the Houston Independent School District (HISD) Board of Education as a governing body, the manager, Board Services, with support staff members will provide the following personal assistance and services to Board members in the conduct of business directly related to their responsibilities as officials of the Board.

## SCHEDULES

- a. Board Services staff members schedule routine meetings (i.e., Board meetings, agenda review, workshops, hearings, special meetings, etc.); make logistical arrangements for out-of-town Board member travel to conferences (i.e., registration, airline bookings, car rental, and hotel reservations); respond to invitations; and maintain a master calendar of Board member activities. Additionally, individual Trustee district meetings are scheduled on a regular basis, as requested. Fall open house schedules, spring graduation schedules, and the annual Board awards schedules are also provided to Board members. The Board president, with the assistance of the Board Services manager, schedules retreats and other special meetings.

## BOARD REFERRALS

- b. A Board referral is any verbal or written communication received from a Board member requesting information or resolution of an issue. Referrals may be the result of questions or concerns from parents, employees, and community members and may include complaints, grievances, or dissatisfaction with the District, its services, practices, programs, or employees. The manager, Board Services, assigns the referral to the appropriate direct report to the Superintendent. The direct report to the Superintendent must forward a written response to the manager, Board Services, or designee via hard copy or electronic mail within five working days of receipt of the referral. See Reference (h). The manager, Board Services, provides Board members with a weekly report concerning the status of referrals. See Reference (g).

CONSTITUENT  
CONCERNS

- c. To effectively serve the community, Board Services serves as a liaison between Board members and their constituents. The community liaison staff member is responsible for bringing written and verbal concerns to the attention of Board members via an established referral process. See Reference (g). The referral process ensures that constituent concerns are reviewed and responded to accordingly. A written status report on all constituent concerns is distributed to Board members on a weekly basis.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston ISD  
101912

## BOARD MEMBERS

BB  
(REGULATION)

- |                                       |   |
|---------------------------------------|---|
| CALENDAR                              | d. Board Services maintains and provides a calendar of Board workshops and meetings that is distributed to the Board and senior administrative staff members. Also provided is a weekly calendar of District and community events that Board members will be attending. See Reference (e).  |
| WRITING SERVICES                      | e. The Board Services staff writer provides professional writing services to support Board members in their duties. Writing assignments include: speech-writing, Board greetings, Board commendations, position papers, editorial articles, contest entries, brochures, preparing Power Point presentations, and general business correspondence. Additionally, Board Services maintains an active Board of Education Web site at <a href="http://www.houstonisd.org">www.houstonisd.org</a> (Department locator, Board Services).  |
| TRUSTEE ELECTIONS                     | f. The Board consists of nine members elected from single-member districts who serve for a period of four years. Elections are held every two years. Board Services provides candidates with information and documents necessary to run a campaign. Board Services also collects filing fees, reminds candidates of report due dates, publishes Notice of School Trustee Election(s) in local newspapers, and assists Governmental Relations with coordinating the election process with city and county officials. Every candidate and office holder is required to file semiannual reports of contributions and expenditures by January 15 and July 15 of each year. Candidates and office holders must file semiannual reports, even if there is no activity to report during the period covered. See References (a), (b), (c), and (d). |
| MEETING MINUTES                       | g. Minutes are prepared by the meeting coordinator for all regular meetings, special meetings, hearings, and workshops. Copies of the minutes are maintained in Board Services and are available to the public upon request.  |
| SECRETARIAL ASSISTANCE                | h. Board Services provides secretarial assistance for individual Board members and assists with correspondence and other administrative tasks.  |
| OFFICE SUPPLIES                       | i. Board Services provides personally identifiable stationery and necessary office supplies for each Board member.  |
| PRINTING, MAILING, AND GRAPHIC DESIGN | j. Board Services provides printing, mailing and graphic design assistance through HISD Printing Services, HISD Design Department, and the District Post Office through a   |

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

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## BOARD MEMBERS

BB  
(REGULATION)

	fee-for-service plan to facilitate the distribution of information to constituents. See Reference (f).
TRAVEL ARRANGEMENTS	k. Board Services facilitates travel arrangements for out-of-district events. Travel arrangements include booking airline reservations, reserving hotel accommodations, car rental, and etc. In addition, Board Services arranges for transportation to and from the airport, if needed, and transportation for in-district events in an emergency or unusual circumstance.
ACCOMMODATIONS	l. Board Services provides refreshments for lengthy Board meetings and food when meetings extend beyond the meal hour. Additionally, receptions are planned for outgoing Board members and/or incoming newly elected Board members.
CONTINUING EDUCATION AND TRAINING	m. Board members are required, by policy, to obtain a certain amount of continuing education requirements annually. The meeting coordinator retains course credit receipts and provides a summary update twice per year to all Board members indicating whether or not they have met their annual education requirements.
OTHER SERVICES	n. Board Services will provide any other service that is practicable and falls within the purview of the laws governing expenditures.
CONSULTATION	2. This regulation does not require consultation.
MAINTENANCE RESPONSIBILITY	3. The chief of staff is responsible for maintenance of this regulation.

## REFERENCES:

- (a) Board Policy BBB(LEGAL)
- (b) Board Policy BBB(LOCAL)
- (c) Board Policy BBFA(LOCAL)
- (d) Board Policy BBG(LOCAL)
- (e) BBA1(REGULATION)
- (f) BBG1(REGULATION)
- (g) BBE2(REGULATION)
- (h) BED1(REGULATION)

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## ADDENDUM E

### Communications Scripts

#### 1. Recommended Script 1

*For Asking for the Appointment to Meet Legislator for the First Time  
(Ask for the person directly; sometimes you'll get through.)*

*"Good morning/afternoon, can I speak to <Legislator>?"*

*If you get to talk to the Legislator directly...*

*"Hi, <Legislator>, this is <Your Name>, Houston ISD Board Trustee. I would love to have an opportunity to meet with you face-to-face and quickly go over our Legislative Agenda. Is there a good time for us to get together? I will be in your area on <this date> or <this date>. Do either of those dates work for you? Great! What time on that date are you available?"*

*"Finally, please consider me a source if you have any questions or want to know any thoughts about how a bill or piece of legislation will affect the School District. I will seek out and provide any data or feedback that you need. I can be reached at <Your Cell Phone Number>.  
\*pause\* Thank you so much for taking my call. I look forward to our meeting."*

*If they are not available, then say...*

*"Not a problem, <Staff Member>, can I leave a message with you, then? Excellent! The purpose of my call is to put 10-15 minutes on his/her schedule in the future."*

*\*pause\* My name is <Your Name>, Houston ISD Board Trustee. I would love to have an opportunity to meet with <Legislator> face-to-face and quickly go over our Legislative Agenda. Is there a good time for us to get together? I will be in your area on <this date> or <this date>. Do either of those dates work for <Legislator>? Great! What time on that date is <Legislator> available?"*

*"Finally, please consider me a source if you have any questions or want to know any thoughts about how a bill or piece of legislation will affect the School District. I will seek out and provide any data or feedback that you need. I can be reached at <Your Cell Phone Number>."*

*\*pause\* Thank you so much for taking my call. I look forward to connecting with <Legislator> in the future."*

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**Thoughts on 2nd and Subsequent Calls**

Invite them to the next School District function of interest. Whether it be them or their Staff Member, invite them to football games, school visits, anything. Always thank them for taking your call, attending the School District event, etc. Always invite them to another School District function. Ask them personal questions, such as:

*Where did you go to high school? What was your favorite part about school? What information do you want me to pass back to the Board? What are you communicating lately to your constituents that you want me to share with the School District? What legislation is coming that may be of interest to the School District?*

**2. Recommended Email Script For Asking for the Appointment to Meet Legislator for the First Time**

This is very similar to the phone script and should not be a substitute, but could be an additional reminder. You should ALWAYS start with a phone call, followed by an email. Otherwise, emails tend to get lost.

*Dear Legislator,*

*It was a pleasure talking with <Staff Member> on <the date you spoke with Staff Member>. This is just a quick follow up from that call.*

*My purpose was threefold:*

- 1) To see if there was a time on <this date> or <this date> to get on your schedule for 10 or 15 minutes to update you on the Houston ISD Legislative Agenda*
- 2) Invite you out to <Name of School District Event> on <Date of School District Event>. There's going to be close to <Number> students (and/or families, whichever is more applicable) in attendance*
- 3) Give you my cell phone number and email address, should you need the School District to provide you with any facts, findings or data to help you in crafting or voting on bills*

*I look forward to talking and meeting with you in the very near future. And hey, feel free to call me at <Your Cell Phone Number>. Thanks for all you do for the students of Houston ISD.*

*Cordially,*

*Your Name  
Houston ISD Board Trustee*

## HOUSTON INDEPENDENT SCHOOL DISTRICT

**3. Recommended Agenda For First Meeting (with Legislator or Staff Member)**

Should you get an appointment, take it very seriously. Be conscious of their time and realize it is in flux and that the appointment may shift or even be canceled at the last minute.

*“Thank you so much for meeting with me/us today. I am...”*

*“I/We know your time is precious. Do you mind if I share our Legislative Agenda with you? I will also leave a few copies with you. I am not going to read this to you, but there is one item on the Legislative Agenda that I do want to point out...”*

*“What can the School District do to help you?”*

*“What issues are you running across that may be of interest to the School District?”*

*“Finally, I/we would love to invite you or your staff to X.”*

As you leave, *“I/We want to develop an ongoing relationship with you, so feel free to reach out to me/us for any reason.”* Leave card(s).

## ADDENDUM F

### HISD Policy BBF Local- Board Member Ethics

Houston ISD  
101912

BOARD MEMBERS  
ETHICS

BBF  
(LOCAL)

#### CODE OF ETHICS

As a member of the Board, I shall promote the best interests of the District as a whole, and, to that end, I shall adhere to the following educational and ethical standards:

1. I shall be fair, just, and impartial in all my decisions and actions.
2. I shall avoid the appearance of conflict of interest and the appearance of impropriety. [See CAA(LOCAL)]
3. I shall be accountable to the public by representing District policies, programs, priorities, and progress accurately.
4. I shall base my actions around the foundation of the District's legal and ethical policies and procedures, including bringing about desired changes through legal and ethical means, consistently upholding and enforcing all laws, State Board of Education rules, and court orders pertaining to schools and the District.
5. I shall make decisions in terms of what is best for the educational welfare of all students in the District, regardless of an individual's age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.
6. I shall recognize that decisions must be made by the Board as a whole and make no personal promise or take private action that may compromise the Board, the District, my performance, or my responsibilities.
7. I shall focus my attention on fulfilling the Board's responsibilities of policy making, goal setting, planning, and evaluation, and shall insist on regular and impartial evaluation of all staff members.
8. I shall support and protect school personnel in the proper performance of their duties who are acting in accordance with federal, state and local laws, Board policy, or other applicable criteria.
9. I shall hold confidential all matters that, if disclosed, may needlessly injure the District, individuals, or the schools, and respect the confidentiality of information that is privileged under applicable law.
10. I shall diligently prepare for and attend all regularly scheduled Board meetings insofar as possible and shall ensure I be-

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BBF(LOCAL)-X

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

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BOARD MEMBERS  
ETHICS

BBF  
(LOCAL)

come informed concerning the issues to be considered at those meetings.

11. I shall avoid personal involvement in activities the Board has delegated to the Superintendent.
12. I shall endeavor to make decisions only after full discussion at publicly held Board meetings, rendering all decisions based on the available facts rather than supposition, opinion, or public favor. I shall share my views while working for consensus.
13. I shall refuse to surrender my judgment to individuals or special groups.
14. I shall encourage the free expression of opinion by all Board members and shall be responsive to the community by seeking its involvement in District affairs and by communicating the priorities and concerns of students, staff members, parents, teachers, and all elements of the community.
15. I shall truthfully communicate to Board members and the Superintendent, at appropriate times, expressions of public reaction to Board policies and school programs.
16. I shall seek continuing education that will enhance my ability to fulfill my duties effectively; including becoming informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school board associations.
17. I shall refrain from using my Board position for personal or partisan gain.
18. As a Board member, I shall remember always that I must remain focused on the educational welfare of all the students attending the public schools, and the prudent and accountable use of District resources.

Board member agreement to the standards herein shall be documented and agreed upon by his or her signing of BBF(EXHIBIT).

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BBF(LOCAL)-X

ADOPTED:

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

# ADDENDUM G

## Board Agenda Calendar



### Agenda Preparation: Significant Dates For Board

## 2020–2021

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

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

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

Agenda Emailed     Hard Copies     Questions Due     Answers Due     Agenda Rev./Add'l Q's      
 Requests to Remove from Consent Agenda     Revised Q&A     Regular Meeting     Offices Closed    

Agenda PDF	Paper Agenda	Trustee Questions To Chief Of Staff	Answers Sent To Board/Q&A Posted On Line	Agenda Review/ Add'l Questions	Remove From Consent Agenda	Revised Q&A To Board & Posted On Line	Board Meeting
PDF emailed to board by 5:00 p.m.	Hard copies ready for pickup or delivery	5:00 p.m.	5:00 p.m.	Additional questions to CoS by end of meeting	Requests to CoS Fri. 9:00 a.m. – Mon. noon	12:00 p.m.	5:00 p.m.
7/28/20	7/30/20	7/31/20	8/5/20	8/6/20	8/7/20	8/10/20	8/13/20
8/25/20	8/27/20	8/28/20	9/2/20	9/3/20	9/4/20	9/8/20	9/10/20
9/22/20	9/24/20	9/25/20	9/30/20	10/1/20	10/2/20	10/5/20	10/8/20
10/27/20	10/29/20	10/30/20	11/4/20	11/5/20	11/6/20	11/9/20	11/12/20
11/17/20	11/19/20	11/20/20	12/2/20	12/3/20	12/4/20	12/7/20	12/10/20
12/15/20	12/17/20	12/18/20	1/6/21	1/7/21	1/8/21	1/11/21	1/14/21
1/26/21	1/28/21	1/29/21	2/3/21	2/4/21	2/5/21	2/8/21	2/11/21
2/23/21	2/25/21	2/26/21	3/3/21	3/4/21	3/5/21	3/8/21	3/11/21
3/23/21	3/25/21	3/26/21	3/31/21	4/1/21	4/5/21	4/6/21	4/8/21
4/27/21	4/29/21	4/30/21	5/5/21	5/6/21	5/7/21	5/10/21	5/13/21
5/25/21	5/27/21	5/28/21	6/2/21	6/3/21	6/4/21	6/7/21	6/10/21
7/27/21	7/29/21	7/30/21	8/4/21	8/5/21	8/6/21	8/9/21	8/12/21

Issued June 23, 2020

## HOUSTON INDEPENDENT SCHOOL DISTRICT

## ADDENDUM H

## Sample Monitoring Calendar and Monitoring Report

School Board Monitoring Calendar			
Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	Goal 3: Progress Measure 3.1	Board Quarterly Evaluation	
September	Goal 1: Progress Measure 1.1 Goal 2: Progress Measure 2.1	Summative Superintendent Evaluation TAPR Report	
October	Goal 1: Progress Measure 1.2		Digital Safety & Security
November	Goal 2: Progress Measure 2.2	Board Quarterly Evaluation	
December	Goal 3: Progress Measure 3.2		
January	Goal 1: Progress Measure 1.1 & 1.2 Goal 3: Progress Measure 3.2		
February	Goal 2: Progress Measure 2.1 & 2.2	Board Quarterly Evaluation	
March		Mid-year Superintendent Evaluation	
April	Goal 3: Progress Measure 3.2		
May	Goal 1: Progress Measure 1.1 & 1.2	Board Quarterly Evaluation	
June	Goal 2: Progress Measure 2.1 & 2.2 Goal 3: Progress Measure 3.3	Budget Adoption Tax Rate Hearing	Human Trafficking / Child Abuse
July			EISO / Teambuilding

## Board Progress Monitoring Report

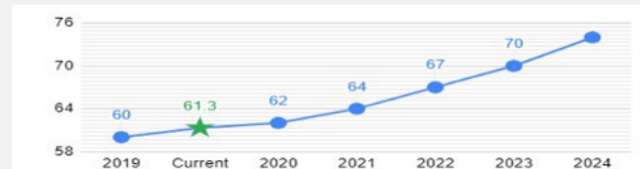
**Goal 1:** The score of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 43% to 55% by June 2024.

## Overall Goal Evaluation:

On Track

**Goal Progress Measure 1.2:** The percent of K students that score on “on track” on TX-KEA will increase from 54% to 68% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.



## Board Outcome Goal 2: Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
Current	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

## HOUSTON INDEPENDENT SCHOOL DISTRICT

## ADDENDUM I

### Board Member Training

The following continuing education requirements are defined in SBOE rule Texas Administrative Code (TAC) §61.1 and Texas Government Code sections 551.005 and 552.012.

TYPE OF CONTINUING EDUCATION	FIRST YEAR BOARD MEMBERS	EXPERIENCED BOARD MEMBERS	PROVIDER
Local District Orientation	3 hours within first 120 days	Not required	Local District
Orientation to the Texas Education Code	3 hours within first 120 days	Not required	Education Service Center
Update to the Texas Education Code	Not required	Of sufficient length to address major changes	Any registered provider
Evaluating & Improving Student Outcomes	3 hours	Every 2 years	Any authorized provider, including LSG Coaches
Team-building Session and Assessment of Continuing Education Needs of the Board-Superintendent Team	3 hours	3 hours annually	Any registered provider
Additional Continuing Education, based on assessed need and Framework for School Board Development	10 hours	5 hours annually	Any registered provider
Open Meetings Training	1 hour within first 90 days		Attorney General's Office or other approved provider
Public Information Act Training	Check local district policy for board requirements		

From TEA's website at [https://tea.texas.gov/Texas\\_Schools/School\\_Boards/School\\_Board\\_Member\\_Training](https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training), visited on January 28, 2020.

## Board Training Requirements

	<b>Tier 1</b> Orientation/ Updates	<b>Tier 2</b> Teambuilding	<b>Tier 3</b> Additional, based on assessed needs	<b>Tier 4*</b> Student Achievement
New	Local Orientation Orientation to the Texas Education Code	3 hours each year	10 hours first year Open Meetings** Public Information**	3 hours every two years
Experienced	Legislative Update After legislative session		5 hours each year	3 hours every two years



\* Added in 2018

\*\* OMA and PIA training is required of all elected officials and is not specific to SBOE training rules for school board members.

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston ISD  
101912

BOARD MEMBERS  
COMPENSATION AND EXPENSES

BBG  
(LEGAL)

Board members serve without compensation. *Education Code 11.061(d)*

MEMBERS' EXPENSES Local funds and state funds not designated for a specific purpose may be used for purposes necessary in the conduct of the public schools determined by the board. Reimbursement of travel expenses for school board members is not illegal if the reimbursement is determined to be necessary in the conduct of the school and to serve a proper public purpose. *Education Code 45.105(c); Atty. Gen. Op. H-133 (1973)*

NONMEMBERS' EXPENSES A board may not pay the travel expenses of spouses and other persons who have no responsibilities or duties to perform for the board when they accompany board members to board-related activities. *Atty. Gen. Op. MW-93 (1979)*

TRAVEL SERVICES An officer of a school district who is engaged in official business may participate in the comptroller's contract for travel services. *Gov't Code 2171.055(f); 34 TAC 20.406(b)(2)(F)*

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**Note:** For guidance regarding board member expense reimbursement and income tax issues, see the *TEA Financial Accountability System Resource Guide*, Section 1.9.2.2 Employee/Board Member Travel and Business Expenses.

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DATE ISSUED: 6/9/2017  
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

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101912

BOARD MEMBERS  
COMPENSATION AND EXPENSES

BBG  
(LOCAL)

BOARD TRAVEL

Education-related meetings, functions, and activities of, or sponsored by, the following entities are approved for travel at the expense of the District:

1. National School Board Association
2. Texas Association of School Boards
3. National Organization for Legal Problems of Education
4. International Baccalaureate of North America
5. American Personnel and Guidance Association
6. Houston ISD
7. Council of Great City Schools
8. Texas Business Education Coalition
9. Congressional Black Caucus
10. National Alliance of Black School Educators
11. Legislature-related activities in Austin
12. Texas Alliance of Black School Educators
13. International Reading Association
14. Association for Supervision and Curriculum Development
15. American Association of School Administrators
16. National Association of Bilingual Educators
17. Texas Association of Bilingual Educators
18. Texas Computer Education Association
19. American Association of School Personnel Administrators
20. Council for Exceptional Children
21. National Association of Latino Elected Officials
22. National Coalition of Essential Schools
23. Council of Urban Boards of Education (CUBE)
24. National Organization of Black School Board Members
25. Texas Association of Partners in Education
26. Congressional Hispanic Caucus

DATE ISSUED: 10/3/2005  
LDU-40-05  
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## HOUSTON INDEPENDENT SCHOOL DISTRICT

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BOARD MEMBERS  
COMPENSATION AND EXPENSES

BBG  
(LOCAL)

Other travel may be approved by the President of the Board. The Vice-President shall be responsible for approving other travel requested by the President. The Board shall have final responsibility in determining compliance with this policy.

EXPENSE  
REIMBURSEMENT

Travel for the Board of Education shall adhere to the following guidelines:

1. Annually, a travel budget for the Board shall be established as part of the budget planning process and shall be budgeted in the General Fund as part of the Board Services Board Trustee travel account.
2. The Board travel budget established as part of the budget planning process shall be divided equally among the Board. The travel allocation for each Board Trustee shall reimburse all out-of-District travel expenditures, including airfare, registration fees, mileage reimbursement, car rental, hotel charges, meal reimbursement, telephone calls, and airport parking. For all travel taken, Board Trustees shall file a travel statement with receipts accounting for travel amounts actually expended. The travel allocation may be also used for in-District travel expenditures.
3. All costs due to cancellation of trips, which cannot be refunded, or additional costs associated with the change of travel arrangements shall be charged to the Board Trustee unless deemed an emergency by the Board President.
4. The following travel costs shall be budgeted separately and shall not be allocated against the Board's annual travel allocation:
  - a. Travel costs incurred on trips for state and federal legislative matters;
  - b. Meetings with TEA;
  - c. Travel costs incurred in representing the District as the Board-appointed delegate representative to TASB; and
  - d. Other designated representation approved by the Board President.
5. Travel accounts shall be maintained by the Chief Financial Officer who will submit quarterly travel reports to the Board.
6. Unused funds at the end of the fiscal year shall revert to the District's General Fund undesignated fund balance. Expenses exceeding an individual Trustee's share of the travel budget shall be borne by that Trustee individually.

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BOARD MEMBERS  
COMPENSATION AND EXPENSES

BBG  
(LOCAL)

## ACCOMMODATIONS

The Board President shall have the use of a national credit card for expenses incurred in accordance with this policy.

The District shall furnish the Board a place to hold regular and special meetings. The Board shall determine the seating arrangements, times, dates, and structure of the meetings at the first regular meeting in January of each year.

Each Trustee shall be furnished with a desk, telephone, and a gathering place to meet with others, as well as a parking space at the Central Administration Office.

The Supervisor of the Board Services Office shall report directly to the Board through the Board President on all assigned responsibilities and duties related to the functions of the Board as a governmental body.

The Supervisor of the Board Services Office shall provide reasonable personal assistance and services to Board members in the conduct of business directly related to their responsibilities and obligations as District officials. In all matters related to administrative functions, the Supervisor of the Board Services Office shall report to the Superintendent's designee.

DATE ISSUED: 10/3/2005  
LDU-40-05  
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BOARD MEMBERS  
COMPENSATION AND EXPENSES

BBG  
(REGULATION)

The following regulations are provided at this code:

- [BBG1\(REGULATION\):](#) Guidelines and Procedures Regarding Board of Education Member Printing, Graphic Design, and Mailing Services
- [BBG2\(REGULATION\):](#) Guidelines Regarding the Board of Trustees Travel
- [BBG3\(REGULATION\):](#) Description of Equipment and Facilities Provided to the Houston Independent School District Board of Education

DATE ISSUED: 12/14/2009  
LDU 2009.09  
BBG(REGULATION)-X

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

## ADDENDUM J

### New Board Member Training

Houston ISD  
101912

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LOCAL)

**Public Information  
Coordinator**

The Superintendent or designee shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [ See GBAA]

**Team Building**

The entire Board, including all Board members, must participate with the Superintendent in team-building sessions as follows:

- Annually in January, or no later than the second regular Board meeting of the calendar year;
- Within 30 days of any change in Board membership or hiring a new Superintendent; and
- At any time determined by the Board.

The annual January team-building session must be:

1. Facilitated by a regional education service center or any registered provider; and
2. At least three hours in length, as provided by state law. [See BBD (LEGAL)]

The Board shall annually assess the need for additional team-building sessions at the first team-building session of the calendar year and prepare a calendar of sessions based on this assessment.

**Reporting  
Continuing  
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

**Effective Date**

This policy shall be effective as of the adoption date.

DATE ISSUED: 5/6/2019  
LDU 2019.01  
BBD(LOCAL)-X

ADOPTED:

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

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BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

**Open Meetings Act  
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Texas Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

*Gov't Code 551.005*

**Public Information  
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required  
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The continuing education required under Education Code 11.159 applies to each member of the board and consists of orientation sessions, an annual team-building session with the board and the superintendent, and specified hours of continuing education based on identified needs. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

No continuing education shall take place during a board meeting unless that meeting is called for the delivery of board member continuing education. Continuing education may take place before or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(c)*

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BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

Annually, the SBOE shall commend those board-superintendent teams that receive at least eight hours of continuing education in the continuing education specified at Team Building and Annual Continuing Education below as an entire board-superintendent team.

Annually, the SBOE shall commend those board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 or any other tool approved by the commissioner.

*19 TAC 61.1(k), (l)*

#### Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's Internet website within ten business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

#### Orientation

##### *Local District Orientation*

Each new board member shall participate in a local district orientation session within one year before or 120 days after the board member's election or appointment. The purpose of this orientation is to familiarize new board members with local board policies and procedures and district goals and priorities. The orientation shall be at least three hours in length for each new board member and, in addition to topics chosen by the district, shall address local district practices in curriculum and instruction, business and finance operations, district operations, superintendent evaluation, and board member roles and responsibilities.

Any sitting board member may attend or participate in the local district orientation.

*19 TAC 61.1(b)(1)(A)*

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BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

<i>Education Code Orientation</i>	A sitting board member shall receive a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special but not exclusive emphasis on statutory provisions related to governing Texas school districts. The orientation shall be delivered by regional education service centers and shall be no less than three hours in length. Topics shall include Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).
New Members	A newly elected or appointed board member shall receive the Education Code orientation within the first 120 days of service.
Current Members	The Education Code orientation shall be open to any sitting board member who chooses to attend.  <i>19 TAC 61.1 (b)(1)(B)</i>
Legislative Updates	After each session of the Texas Legislature, each board member shall receive an update to the basic orientation to the Education Code from a regional education service center or any registered provider. A board member who has attended a basic orientation session given by a service center that incorporates the most recent legislative changes is not required to attend an update. <i>19 TAC 61.1(b)(1)(C)</i>
Team Building	Annually, the entire board, including all board members, shall participate with their superintendent in a team-building session facilitated by a regional education service center or any registered provider. The team-building session shall be at least three hours in length.  The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team. The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. The assessment of needs shall be based on the framework for governance leadership [see BBD(EXHIBIT)] and shall be used to plan continuing education activities for the governance leadership team for the year.  <i>19 TAC 61.1(b)(2)</i>
Annual Continuing Education	In addition to the continuing education requirements at Orientation and Team Building above, each board member shall receive additional continuing education on an annual basis in fulfillment of assessed needs and based on the framework for governance leadership. [See BBD(EXHIBIT)] The continuing education may be

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BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

provided by a regional education service center or other registered provider. *19 TAC 61.1(b)(3)*

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with a board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials. *19 TAC 61.1(h)*

*First Year*

In the first year of service, a board member shall receive at least ten hours of continuing education in fulfillment of assessed needs. Up to five of the required ten hours may be fulfilled through online instruction, provided the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. *19 TAC 61.1(b)(3)(A)*

*Subsequent Years*

After the first year of service, a board member shall receive at least five hours of continuing education annually in fulfillment of assessed needs. A board member may fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. *19 TAC 61.1(b)(3)(B)*

*Board President*

A board president shall receive continuing education related to leadership duties of the board president as some portion of the annual requirement. *19 TAC 61.1(b)(3)(C)*

Evaluating Student  
Academic  
Performance

Each board member shall complete continuing education every two years on evaluating student academic performance.

The purpose of the training is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

*19 TAC 61.1(b)(4)*

*Authorized  
Provider*

A trustee or candidate may complete the training at a regional education service center or through another authorized provider. *Education Code 11.159(d)*

An authorized provider for training on evaluating student academic performance is a provider who is registered pursuant to 19 Administrative Code 61.1(f) and has demonstrated proficiency in the content required [see Contents, below]. *19 TAC 61.1(b)(4)(C)*

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

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BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

*Time for  
Completion*

A candidate may complete the training up to one year before the candidate is elected.

If a newly elected or appointed board member did not complete this training in the year preceding the member's election, the member must complete the training within 120 days after election or appointment.

A returning board member shall complete the training by the second anniversary of the completion of the trustee's previous training.

*Contents*

The training on evaluating student academic performance shall be at least three hours in length and include, at a minimum, the following:

1. Instruction in school board behaviors correlated to improved student outcomes with emphasis on inputs, outcomes, and collaborative student outcome goal setting;
2. Instruction in progress monitoring to improve student outcomes with emphasis on progress monitoring practices, formative assessments, interim assessments, and summative assessments; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the Education Code Chapter 39, and the state accountability rating system.

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to receive training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Texas Open Meetings Act.

19 TAC 61.1(b)(4)

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## HOUSTON INDEPENDENT SCHOOL DISTRICT

**New Board Member Orientation**

1. The Superintendent will meet with each new board member or groups of board members, less than a quorum, as soon as practical after joining the Board. The Superintendent will review the on-boarding process that has been developed in accordance and alignment with board goals and the strategic priorities.
2. The purpose of the onboarding process is to orient each new trustee to the core departments and initiatives of our district, to provide relevant district context to inform trustee work as stewards for Houston ISD and to develop a greater understanding of the scope of the district's current work and the Superintendent's supervisory responsibilities.
  - a. Topics included in the On-Boarding process are:  
Academics (Curriculum and Instruction, Special Populations, Digital Learning, Teacher and Administrator Appraisals and Professional Development),  
Strategy and Innovation, Finance,  
Human Resources, Business Operations,  
Technology and Legal Services.
  - b. The Superintendent will arrange for new board members to meet with her/him and key staff members to engage in the on-boarding process.

## HOUSTON INDEPENDENT SCHOOL DISTRICT



Thompson & Horton LLP  
 Phoenix Tower, Suite 2000  
 3200 Southwest Freeway  
 Houston, Texas 77027-7528

## MEMORANDUM

THIS DOCUMENT IS A CONFIDENTIAL COMMUNICATION BETWEEN ATTORNEY AND CLIENT, AND THIS DOCUMENT OR COPIES THEREOF CANNOT BE RELEASED WITHOUT THE EXPRESS CONSENT OF THE BOARD OF EDUCATION OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT

To: Board of Education, Houston ISD

From: Lisa R. McBride  
 Thompson & Horton LLP

Date: January 17, 2020

Re: Board Hearing Standards

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This memorandum summarizes the various legal standards the Board applies in various employment-related hearings.

1. **Employee Grievances (Dispute Resolution) – Policy DGBA**

*Legal Standard for Board's Decision*

Employees have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. Tex. Const. Art. I, Sec. 27.

There is no requirement that the Board negotiate, or even respond to, complaints. However, the **Board must stop, look, and listen** and must consider the petition, address, or remonstrance.

Generally, as a matter of effective governance, the Board reviews grievances for **violations of law, policy, or regulation, or for decisions that are arbitrary or capricious.**



*Standard for Board's Review*

The Board reviews the record created at Level II and the decision made by the Level II hearing officer. The Board should not consider matters outside the record. The Board does not substitute its discretion for that of the administration, but rather determines whether there is a violation of law, policy or regulation, or whether the decision is arbitrary or capricious.

**2. Termination of Probationary, Term, and Continuing Teachers During the Contract**

*Legal Standard for Board's Decision*

- Probationary, term, and continuing contract teachers may be discharged during the term of the contract for **good cause**.

*Standard for Board's Review*

- In these terminations, the Board will be reviewing a written recommendation from an independent hearing examiner who has held a hearing in the matter.
- The hearing examiner's recommendation will contain findings of fact, conclusions of law, and a proposal for relief.
- The Board or subcommittee may adopt, reject, or change the hearing examiner's conclusions of law (including a determination regarding good cause for termination) or proposal for granting relief.
- The Board may reject or change a finding of fact made by the hearing examiner:
  - Only after reviewing the record of the proceedings; and
  - Only if the finding of fact is not supported by substantial evidence.
- The Board must state in writing the reason and legal basis for a change or rejection of a finding of fact or conclusion of law.

**3. Non-renewals of Term Contracts at End of Term**

*Legal Standard for Board's Decision*

- Term contracts may be non-renewed at **end of contract for reasons in Board Policy**.



**Non-renewal reasons contained in HISD Board Policy DFBB (Local) include:**

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. Termination of a term contract employee resulting from being displaced by a continuing contract employee, when that employee has been identified for reduction in force.
12. Drunkenness or excessive use of alcoholic beverages; illegal use of drugs, hallucinogens, or possession, use, or being under the influence of alcohol or alcoholic beverages while on school property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Conviction of a felony or of any crime involving moral turpitude; conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony; or deferred adjudication for a felony or any crime involving moral turpitude. [See DH]
15. Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy. [See DH]
16. Failure to meet the District's standards of professional conduct.
17. Immorality, which is conduct the Board determines is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.
18. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
19. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job.
20. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the employee's effectiveness in the District.
21. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
22. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
23. A significant lack of student progress attributable to the educator.
24. Behavior that presents a danger of physical harm to a student or to other individuals.



25. Assault on a person on school property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
26. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
27. Falsification of records or other documents related to the District's activities.
28. Falsification or omission of required information on an employment application.
29. Intentional or deliberate misrepresentation of facts to a supervisor or other District official in the conduct of District business.
30. Failure to fulfill requirements for certification, including passing certification examinations required by state law for the employee's assignment.
31. Failure to achieve or maintain "highly qualified" status as required for the employee's assignment.
32. Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit.
33. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
34. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
35. Insufficient student academic growth as reflected by value-added scores.
36. Any reason constituting good cause for terminating the contract during its term.

### ***Standard for Board's Review***

- In non-renewals, the Board will be reviewing a written recommendation from an independent hearing examiner who has held a hearing in the matter.
- The hearing examiner's recommendation will contain findings of fact, conclusions of law, and a proposal for relief.
- The Board or subcommittee may adopt, reject, or change the hearing examiner's conclusions of law or proposal for granting relief.
- The Board may reject or change a finding of fact made by the hearing examiner:
  - Only after reviewing the record of the proceedings; and
  - Only if the finding of fact is not supported by substantial evidence.
- The Board must state in writing the reason and legal basis for a change or rejection of a finding of fact or conclusion of law.



#### 4. Termination of Probationary Teachers at End of the Contract

##### *Legal Standard for Board's Decision*

A probationary contract employee may be terminated at the end of the contract period if the Board determines that such termination will serve **the best interest of the District**.

##### *Standard for Board's Review*

Probationary contract employees are not entitled to an independent hearing to challenge a termination of their probationary contract at the end of the term. A probationary teacher may file a grievance as described in Section 1 above.

The Board's decision to terminate a probationary employee at the end of a contract period is final and may not be appealed.

#### 5. Fourth Year for Probationary Contract Teachers

##### *Legal Standard for Board's Decision*

A probationary contract employee may be extended beyond the third consecutive year of employment if, during the third year of the probationary period, the Board determines that it is **doubtful whether a continuing contract or a term contract should be given**.

If the Board makes such a determination, the District may give a probationary contract for a term ending with the fourth consecutive school year.

##### *Standard for Board's Review*

Probationary contract teachers are not entitled to an independent hearing to challenge the decision to give a fourth year of probation. A probationary teacher may file a grievance as described in Section 1 above.

Office of the Board of Education  
Board of Education Meeting of September 10, 2020

Elizabeth Santos, District I Trustee, Anne Sung, District VII Trustee  
Wanda Adams, District IX Trustee

**SUBJECT: ADOPTION OF A RESOLUTION TO DESIGNATE A DAY IN HONOR OF VANESSA GUILLEN**

The Houston Independent School District (HISD) Board of Education is asked to adopt a resolution designating September 30, 2020, as a day in honor of Vanessa Guillén, who graduated from HISD's César E. Chávez High School in 2018 before serving in the United States Army.

A copy of the resolution is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 adopts the resolution designating September 30, 2020, as Vanessa Guillén Lobo Day, effective September 11, 2020.

**RESOLUTION OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION DESIGNATING A DAY IN HONOR OF VANESSA GUILLÉN**

WHEREAS, Vanessa Guillén was born in Houston, Texas, on September 30, 1999;

WHEREAS, Ms. Guillén passed on from this life on April 22, 2020, at the age of 20;

WHEREAS, Ms. Guillén grew up in southeast Houston and was an outstanding student and athlete in track, cross country, and soccer at Chavez High School;

WHEREAS, at Chavez, Ms. Guillén was loved and respected by students, faculty, and staff alike, and is remembered for her diligence, strong work ethic, and commitment to excellence;

WHEREAS, Ms. Guillén realized her childhood dream of serving her country by enlisting in the U.S. Army during her senior year at Chavez High School;

WHEREAS, Ms. Guillén's tragic death has focused a national spotlight on the treatment of women in the military, giving rise to the hope that her loss will be a catalyst for change;

WHEREAS, the Houston Independent School District stands in support of equal and fair treatment of all members of society;

WHEREAS, the Houston Independent School District shares a special bond with all of its students and their families, even beyond graduation;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Houston Independent School District designates September 30, 2020, as Vanessa Guillén Lobo Day, in honor of her birthday and in her memory as a Chavez High School Lobo.

ADOPTED this 10<sup>th</sup> day of September 2020.

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Sue Deigaard, President  
Board of Education  
Houston Independent School District

Attest:

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Dr. Patricia K. Allen, Secretary  
Board of Education  
Houston Independent School District

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Academic Services  
Yolanda Rodriguez, Interim Chief Academic Officer

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

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

During the 2020–2021 school year, the HISD/AVANCE-Houston, Inc., Head Start Prekindergarten Collaborative will continue at Robert Browning and Adele B. Looscan elementary schools. The HISD/Gulf Coast Community Services Association (GCCSA) Head Start Prekindergarten Collaborative will continue at Bellfort Early Childhood Center and Louisa May Alcott, Mamie Bastian, Marcellus Foster, Benjamin Franklin, Victor Hartsfield, Anna Kelso, Robert Patterson, Pearl Rucker, and E. M. Young elementary schools. The HISD/Harris County Department of Education (HCDE) Head Start Prekindergarten Collaborative will continue at Fonwood Early Childhood Center and Matthew Dogan Elementary School. The HISD/Baker Ripley Head Start Prekindergarten Collaborative will continue at Sharon Halpin, Martin Luther King, Jr., and Gabriela Mistral early childhood centers, and Kate Bell, Roy P. Benavidez, James Bonham, Braeburn, Ila McNamara, Sylvan Rodriguez, and Charles Shearn elementary schools.

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

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

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

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

The integrated partnership between the Head Start agencies and HISD provides a shared responsibility for preparing students to be school-ready. Preliminary analyses conducted by the Research and Accountability Department in 2019–2020 suggested that, compared to their Head Start standalone peers, dually-enrolled students had higher mean standard scores on both the kindergarten Iowa and Logramos language arts (LA) and mathematics subtests, regardless of economic status. Economically disadvantaged students who participated in the dual program outperformed their economically disadvantaged peers who attended neither an HISD nor Head Start prekindergarten program in 2018–2019 on the Iowa and Logramos LA and math subtests.

The HISD Collaborative Head Start program will be evaluated by tracking prekindergarten students from Head Start classes to kindergarten and analyzing their performance on Iowa and Logramos subtests.

A list of the Head Start collaboratives is attached.

**COST/FUNDING SOURCE(S):** The total cost of this program is not expected to exceed \$12,755,525.76, of which HISD will pay \$5,953,500 for salaries for HISD teachers.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Fund	1991010001	Various	PS11110000000000	6119000000	N/A	\$5,953,500.00
In-kind contributions						\$7,057,011.00

The balance of \$7,057,011 will be covered by in-kind contributions from the four Head Start agencies:

- \$719,808–AVANCE-Houston, Inc.
- \$1,637,094–GCCSA
- \$1,118,160–HCDE
- \$3,581,949–Baker Ripley

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four HISD goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom. It provides additional services to prekindergarten students eligible for Head Start.

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 agreement renewals for HISD/Head Start Prekindergarten Collaborative Programs with AVANCE-Houston, Inc.; GCCSA; HCDE; and Baker Ripley, effective September 11, 2020.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

<b>AGENDA ITEM</b>	<b>TITLE (SUBJECT)</b>	<b>SCHEDULED MEETING</b>
D-1	AUTHORITY TO RENEW PARTNERSHIPS WITH AVANCE-HOUSTON, INC.; GULF COAST COMMUNITY SERVICES ASSOCIATION; HARRIS COUNTY DEPARTMENT OF EDUCATION; AND BAKER RIPLEY, FOR HEAD START PREKINDERGARTEN COLLABORATIVE PROGRAMS	September 10, 2020

**HOUSTON INDEPENDENT SCHOOL DISTRICT  
(HISD)/HEAD START COLLABORATIVES  
PROJECTIONS 2020–2021**

**AVANCE-HOUSTON, INC., HEAD START**

<b>Antoinette Montgomery</b>		<b>713-812-0033 x115</b>	
<b>School</b>	<b>HISD Teachers</b>	<b>Head Start Teachers</b>	<b>Total Students</b>
Browning Elementary School (ES)	3	3	60
Looscan ES	3	3	60

**BAKER RIPLEY INC./AGENCY HEAD START**

<b>Dana Anglin</b>		<b>713-273-3274</b>	
<b>School</b>	<b>HISD Teachers</b>	<b>Head Start Teachers</b>	<b>Total Students</b>
Bell ES	3	3	54
Benavidez ES	6	6	90
Bonham ES	5	5	90
Halpin Early Childhood Center (ECC)	7	7	126
McNamara ES	6	6	95
Mistral ECC	6	6	93
MLK ECC	8	8	144
Shearn ES	5	5	92
Rodriguez ES	4	4	76
Braeburn ES	3	3	54

**GULF COAST COMMUNITY SERVICES ASSOCIATION**

<b>Tiamoiya Lee</b>		<b>713-393-4728</b>	
<b>School</b>	<b>HISD Teachers</b>	<b>Head Start Teachers</b>	<b>Total Students</b>
Alcott ES	2	2	40
Bastian ES	4	4	80
Bellfort ECC	8	8	160
Foster ES	1	1	20
Franklin ES	3	3	60
Hartsfield ES	4	4	80
Kelso ES	2	2	40
Patterson ES	3	3	60
Rucker	4	4	74
Young	4	4	68

**HARRIS COUNTY DEPARTMENT OF EDUCATION/PROJECT HEAD START**

<b>Venetia Peacock</b>		<b>713-672-9343</b>	
<b>School</b>	<b>HISD Teachers</b>	<b>Head Start Teachers</b>	<b>Total Students</b>
Dogan ES	6	6	91
Fonwood ECC	7	7	119

**HISD/HEAD START  
COLLABORATIVES  
2020–2021 In-Kind Budget**

Contractual – AVANCE Houston Chapter, Inc.

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

**Total**

**\$719,808**

Contractual – Gulf Coast Community Services Association

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

**Total**

**\$1,637,094**

Contractual – Harris County Department of Education

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

**Total**

**\$1,118,160**

Contractual – Baker Ripley

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

**Total**

**\$3,581,949**

**GRAND TOTAL**

**\$7,057,011**

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Academic Services  
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: APPROVAL TO MODIFY CERTAIN REQUIREMENTS OF BOARD  
POLICY DNA(LOCAL) IN LIGHT OF THE COVID-19 IMPACT ON  
NORMAL DISTRICT OPERATIONS**

The Houston Independent School District Board of Education is asked to consider temporary modifications to certain requirements of DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*; the Teacher Appraisal and Development System (TADS) manual; and the teacher appraisal calendar as a result of the disruption to district operations because of the COVID-19 public health crisis.

On July 15, 2020, the district announced that the 2020–2021 school year will begin virtually on September 8, 2020. Virtual instruction for all students will continue for six weeks through Friday, October 16, 2020. On Monday, October 19, 2020, face-to-face instruction for students will begin. This date is subject to change based on COVID-19 conditions across the City of Houston and guidance from local, state, and federal health officials. Furthermore, there will be an option to opt out of face-to-face instruction entirely for the fall semester and the 2020–2021 school year.

In light of these changes to our traditional instructional approach, the district requests modification of the observation requirements for its locally-governed teacher appraisal system set forth in DNA(LOCAL), the TADS manual, and the teacher appraisal calendar. In fairness to educators who are learning to deliver instruction in new methods and using new tools, the board is asked to consider this modification of the current appraisal system for the 2020–2021 school year.

In light of the impact of the COVID-19 public health crisis on district operations, the board is asked to approve modifications to certain requirements of DNA(LOCAL) for the 2020–2021 school year as follows:

Modify the requirement for all observations to be unannounced and at least 30 minutes in length. In the virtual setting, observations will be announced, at least 20 minutes in length, and will include a pre-conference. In-person observations will follow the existing guidelines.

This modification will allow the district to alter the teacher appraisal system in a manner that addresses the current change in normal business operations and also maintain its commitment to ensuring students are served by the top talent available.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 modifying the requirements of DNA(LOCAL) as set forth herein, effective September 11, 2020.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

<b>AGENDA ITEM</b>	<b>TITLE (SUBJECT)</b>	<b>SCHEDULED MEETING</b>
D-2	Approval To Modify Requirement Of Board Policy DNA(LOCAL) In Light Of The COVID-19 Impact On Normal District Operations	September 10, 2020
<b>INITIATED BY:</b> Academics – Yolanda Rodriguez, Interim Chief Academic Officer		
<p><b>BACKGROUND:</b> In light of changes to our traditional instructional approach, the district requests modification of the observation requirements for its locally-governed teacher appraisal system set forth in DNA(LOCAL), the Teacher Appraisal and Development System (TADS) manual, and the teacher appraisal calendar.</p> <p>The board is asked to modify the requirement for virtual observations. In the virtual setting, observations will be announced, at least 20 minutes in length, and will include a pre-conference. In-person observations will follow the existing guidelines.</p>		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item requires consultation.		

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Academic Services  
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: APPROVAL OF THE REVISED 2020–2021 LOCAL CALENDAR FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM**

Teachers in the Houston Independent School District (HISD) shall participate in the teacher appraisal and development process on an annual basis and follow the local calendar adopted annually by the Board of Education. The calendar previously approved by the board on May 14, 2020, has been updated based on changes to the academic calendar, and the board's approval of these updates is requested.

<b>Deadlines</b>	<b>Activity</b>
October 2, 2020	Teacher Individual Professional Development Plan (IPDP) submitted to appraisers for review
	Student Performance Measures submitted to teachers
October 5, 2020	Formal appraisal period begins
October 9, 2020	Student Performance Measures acknowledged by teachers
September/October 2020	2019–2020 Summative Rating acknowledged by teachers
	Within 10 working days of Summative Rating release, deadline for eligible teachers to opt-in to Modified Teacher Appraisal and Development System (M-TADS)
October 30, 2020	All* Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool (*except spring semester only courses)
	Teacher IPDP acknowledged by appraiser
	Goal-Setting Conferences completed in the online tool
November 16 – December 11, 2020	Fall Staff Review window (each teacher must have at least one complete Observation in the online tool by scheduled session)
February 5, 2021	Late hire date
February 5, 2021	Fall semester only courses Results Worksheets for Pre-approved and Appraiser-Approved Assessments due to appraisers through online tool
February 12, 2021	Spring semester only courses Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool
February 12, 2021	Progress Conferences completed in the online tool
February 26, 2021	Final day to submit requests for Progress Conference Second Appraisal Review to School Support Officers (SSOs)/Lead Principals
March 5, 2021	Spring check-ins (as needed) completed

April 23, 2021	All required Observations and Walkthroughs completed
April 30, 2021	Final End-of-Year (EOY) ratings determined and submitted to teachers in online tool (Teachers have five working days to review EOY ratings prior to their EOY Conference)
May 7, 2021	EOY Conferences completed in online tool
May 21, 2021	Final day to submit requests for EOY Conference Second Appraisal Review to SSOs/Lead Principals
June 4, 2021	Second appraisals/additional EOY Conferences completed in the online tool
June 11, 2021	Formal appraisal and informal coaching development period ends
June 14, 2021	All Appraiser-Approved Results Worksheets completed with appraisers' acknowledgements in online tool; all Walkthroughs, Observations, and IPDPs completed in online tool

### Restrictions:

Formal virtual 20-minute Observations, traditional 30-minute Observations, and/or 10-minute Walkthroughs shall not be conducted on the following days:

- **Any day outside of the appraisal period:** The appraisal period begins on October 5, 2020, and ends on June 11, 2021.
- **The instructional day prior to or during the administration of the following standardized tests:**
  - State of Texas Assessment of Academic Readiness (STAAR)
  - Texas English Language Proficiency Assessment System (TELPAS) Reading
  - End-of-Course (EOC) Exams, International Baccalaureate (IB) Exams, and Advanced Placement (AP) Exams

This applies only to those teachers directly involved in the specific testing; however, teachers are expected to resume classroom instruction once testing has ended for the day.
- **The last instructional day before or immediately after Thanksgiving break, Winter break, and Spring break:** The dates that are excluded are November 20, 2020; November 30, 2020; December 18, 2020; January 4, 2021; March 12, 2021; and March 22, 2021.

### Fall Staff Review:

Sessions are scheduled with each principal through his/her SSO/lead principal in coordination with the area Performance and Continuous Improvement Manager (PCIM) and will occur between November 16 and December 11, 2020, excluding the week of November 23–27, 2020 when the district is closed for Thanksgiving Break.

### Spring Check-ins:

Spring Check-ins are scheduled with each principal through his/her SSO/lead principal and will occur between February 22 and March 5, 2021, as needed.

**Additional Considerations:**

The technology tools used to support the implementation of TADS, Feedback & Development and Student Performance, will change for the 2020–2021 school year. As employees navigate the new platforms, additional time may be needed for appraisal activities. Any activities completed within five working days after the stated deadline shall not be considered late for the 2020–2021 school year only.

To support the transition between virtual and in-person learning, a 10-working day grace period shall be applied when a teacher transitions from virtual to in-person learning. The 10 working days begin on the date the teacher returns to in-person instruction. During this grace period, no formal Observations or formal Walkthroughs are permitted.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 proposed updated 2020–2021 local calendar for the Teacher Appraisal and Development System, effective September 11, 2020.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

<b>AGENDA ITEM</b>	<b>TITLE (SUBJECT)</b>	<b>SCHEDULED MEETING</b>
D-3	Approval Of The Proposed 2020–2021 Local Calendar For The Teacher Appraisal And Development System (TADS)	September 10, 2020
<b>INITIATED BY:</b> Academics – Yolanda Rodriguez, Interim Chief Academic Officer		
<b>BACKGROUND:</b> Due to adjustments in the 2020–2021 academic calendar, the annual appraisal calendar for the district’s locally developed teacher appraisal system require modification. Dates have been adjusted to provide additional time for completing many appraisal activities. Additionally, to support the transition between virtual and in-person learning, a 10-working day grace period shall be applied when a teacher transitions from virtual to in-person learning. During this grace period no formal observations or formal walkthroughs are permitted.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item requires consultation.		

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Academic Services  
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: APPROVAL OF THE REVISED 2020–2021 LOCAL CALENDAR FOR THE SCHOOL LEADER APPRAISAL SYSTEM**

School leaders in the Houston Independent School District (HISD) shall participate in the school leader appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education. The calendar previously approved by the board on May 14, 2020, has been updated based on changes to the academic calendar, and the board's approval of these updates is requested.

A summary of deadlines for all appraisal activities is as follows:

<b>Deadlines</b>	<b>Activity</b>
September 21, 2020	Campus observations begin
October 23, 2020	Appraisal training/updates for school leaders completed
October 30, 2020	Goal-Setting Conferences completed
November 2020	2019–2020 Scorecards available
	Summative Ratings acknowledged by school leaders
February 26, 2021	Optional Progress Conferences completed
May 21, 2021	Campus observations completed
June 25, 2021	End-of-Year Conferences completed

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 2: Effective Principal in Every School.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed updated 2020–2021 local calendar for the School Leader Appraisal System, effective September 11, 2020.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

<b>AGENDA ITEM</b>	<b>TITLE (SUBJECT)</b>	<b>SCHEDULED MEETING</b>
D-4	Approval Of The Revised 2020–2021 Local Calendar For The School Leader Appraisal System	September 10, 2020
<b>INITIATED BY:</b> Academics – Yolanda Rodriguez, Interim Chief Academic Officer		
<b>BACKGROUND:</b> Due to adjustments in the 2020–2021 academic calendar, the School Leader Appraisal System calendar previously approved by the board on May 14, 2020, requires modifications. Dates have been adjusted to provide additional time for completing many appraisal activities.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item requires consultation.		

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Academic Services  
Yolanda Rodriguez, Interim Chief Academic Officer

**SUBJECT: AUTHORITY TO SUBMIT FINAL ATTESTATION/ASYNCHRONOUS  
PLAN TO TEXAS EDUCATION AGENCY**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education authorizes the superintendent of schools or a designee to submit the final attestation/asynchronous plan to the Texas Education Agency (TEA) after the plan has been finalized by the superintendent of schools.

Due to the disruption caused by the COVID-19 public health emergency and the consequent exercise of the waiver authority provided to the commissioner of education in Texas Education Code (TEC) §48.005(n), local education agencies (LEAs) are required to submit an asynchronous learning plan for review and approval to earn average daily attendance (ADA) funding.

LEAs must submit an online application by October 1, 2020, which includes attestations and open-ended questions, and submitted plans must be reviewed and approved by the TEA to continue receiving funding for asynchronous attendance after the end of the grace period. LEAs may submit plans individually or as a consortium.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four 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 authorizes the superintendent of schools or a designee to submit the final attestation/asynchronous plan to the TEA, effective September 11, 2020.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
D-5	AUTHORITY TO SUBMIT FINAL ATTESTATION/ASYNCHRONOUS PLAN TO TEXAS EDUCATION AGENCY	September 10, 2020
INITIATED BY: Yolanda Rodriguez, Interim Chief Academic Officer		
<b>BACKGROUND:</b> Due to the disruption caused by the COVID-19 public health emergency and the consequent exercise of the waiver authority provided to the Commissioner of Education in Texas Education Code (TEC) §48.005(n), local education agencies (LEAs) are required to submit an asynchronous learning plan for review and approval to earn average daily attendance (ADA) funding.  The Houston Independent School District (HISD) will be implementing an asynchronous instructional model and provide short synchronous live support during extended periods of closure. Teachers will provide live support and intervention in accordance with the asynchronous model. Students will complete self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, tablets, iPads, and smartphones. Students will have the opportunity to complete the assigned work at their own pace with guidance and will also have access to an instructional support schedule from their classroom teacher that is predictable and sufficient. Special populations are addressed to meet the specific needs of students who require additional support in all academic areas.		
<b>TIMELINE:</b>		
By September 8, 2020	LEAs should submit an online application to notify the agency of their intent to develop an asynchronous plan prior to the first day of asynchronous instruction. One submission per LEA. Submitting this online application results in contingent approval of funding for asynchronous remote instruction through the end of the grace period. This Letter of Intent does not require board approval.	
By October 1, 2020	LEAs must submit an online application, which includes attestations and open-ended questions, and submitted plans must be reviewed and approved by TEA in order to continue receiving funding for asynchronous attendance after the end of the grace period. LEAs may submit plans individually or as a consortium.	
<b>ASYNCHRONOUS PLAN EVALUATION RUBRIC:</b> The full evaluation rubric is found <a href="#">here</a> and includes: <ul style="list-style-type: none"><li>• Instructional Schedule – description of the structure of the asynchronous schedule by grade level and/or content area.</li><li>• Material Design – description of how instructional materials support an asynchronous environment, including how all students can access instructional materials.</li><li>• Student Progress – description of how student engagement and progress will be tracked.</li><li>• Implementation – description of specific supports for educators and families to implement effective remote asynchronous instruction.</li></ul>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: NONE		
ADMINISTRATIVE PROCEDURES REQUIRED: REQUIRES CONSULTATION		

2020



# INSTRUCTIONAL CONTINUITY PLAN



**HISD**  
**@H.O.M.E.**  
HOME-BASED ONGOING  
MOBILE EDUCATION

## HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOL BOARD

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**Ms. Yolanda Rodriguez**

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Melissa Jones	.....	Parent, South Area	Geovanny Ponce	.....	Area Superintendent, East
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Victoria Moore	.....	Teacher, Hartman MS	Yeromenko, Tetyana	.....	Asst Sup, Leadership Development
Orlando Reyna	.....	Principal, Sugar Grove MS	Alicia Jolivette	.....	Officer, Facilities
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Pablo Resendiz	.....	Principal, Holland MS	Betti Wiggins	.....	Officer, Nutrition Services
Steven Shetzer	.....	Principal, Pershing MS	John Wilcots	.....	Gen Mgr, Transportation
Rebecca Hiatt	.....	Teacher, BCM at Rusk	Kevin Hodges	.....	Mgr, Information Technology
Debra Campbell	.....	Dean, Bellaire HS	Claude Cox	.....	Director, A180
Alan Summers	.....	Principal, Houston MSTC HS	Glenda Calloway	.....	Asst Supt, Counseling & Compliance
Michele Wagner	.....	Principal, Wisdom HS	Betty Garcia	.....	Manger, Student Assessments
Jennifer Simmons	.....	Teacher, Wisdom HS	Gabriel Parshall	.....	Manger, Student Assessments
Gretchen Himsl	.....	Parent, West Area	Rodneeka Polk	.....	Sr. Manager, Behavior Interventions
Monico Rivas	.....	Principal Liberty HS	Keyana Williams	.....	Sr. Manager, Behavior Interventions
Lori Lambropoulos	.....	Principal Energy Institute HS	Jocelyn McDonald	.....	TDS, A. Instructional Technology
Ruth Ruiz	.....	Principal Milby HS	Raul Alanis	.....	Manager, A. Instructional Technology
Nalsy Perez	.....	Director Curriculum - Math	Khyati Sanjana	.....	TDS, A. Instructional Technology
Nubia Parson	.....	Manager, Interventions	Rene Flores	.....	Manager, A. Instructional Technology
Martha Preston	.....	Sr Mgr, Multilingual	Michele Herod	.....	TDS, A. Instructional Technology
Veronica Trevino	.....	Teacher, Park Place	Diane Ellis	.....	TDS, A. Instructional Technology
Andrea Moore-Bailey	.....	Prog Spclst, Special Ed	Sherita Neal	.....	TDS, A. Instructional Technology
Doris Delaney	.....	Conservator	John Amenson	.....	TDS, A. Instructional Technology
Alyssa Howell	.....	Director, Sec, Math	Jerome Hurt	.....	TDS, A. Instructional Technology
Stacey Court	.....	IAT Manager, Interventions	Adrian Acosta	.....	Director, A. Instructional Technology
Brooks Straub	.....	Director, Office of Chief of Staff	Felicia Adams	.....	Officer, A. Instructional Technology

# HISD INSTRUCTIONAL CONTINUITY PLAN

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## INTRODUCTION

The new Instructional Continuity Plan expands upon the current HISD @ H.O.M.E. system with the objective of providing additional guidance and support for an extended period of closure. This plan clarifies the roles of administrators, teachers, students, and families relative to the implementation of remote instruction, as well as content delivery options. The plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week. In addition, information is provided on available resources for students and teachers during remote instruction.

This Instructional Continuity plan includes operational and instructional systems to keep the district moving during interrupted schooling. The key goal is to keep instruction at the forefront for all students. Houston ISD will be implementing an asynchronous instructional model and provide short synchronous live support during extended periods of closure. Teachers will provide live support and intervention in accordance with the asynchronous model. Students will complete self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, tablets, iPads, and smartphones. Students will have the opportunity to complete the assigned work at their own pace with guidance and will also have access to an instructional support schedule from their classroom teacher that is predictable and sufficient. Special populations are addressed to meet the specific needs of students who require additional support in all academic areas.

Microsoft Teams is the district's digital platform that offers virtual communication and collaboration, which is available through HISD @ H.O.M.E., that provides a secure communication between teachers and students as well as collaboration between staff members. The HUB will be used as the district's learning management platform. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers and the curriculum department. The HISD Connect Parent Portal will be available for registered users (i.e., parents and students) to log in to access a variety of student information. The district will provide virtual professional development opportunities for all stakeholders.

Families have opportunities to access resources to continue to meet students' non-academic needs during school closures. The HISD Department of Social and Emotional Learning will provide online lessons, activities, and videos that students and parents can engage in at home to support non-academic needs.

Finally, we have included information about daily attendance procedures so that you will know what students need to do each day/week to be considered present. Guidelines on grading are provided to ensure that students are clear on what is expected of them. Teachers will provide weekly student feedback on student performance and monitor students' progress toward proficiency in skills and content.

# ROLES AND RESPONSIBILITIES

## PRINCIPAL

- Establish clear expectations for campus procedures for online learning aligned with the HISD Instructional Continuity Plan
- Communicate with the central office on a weekly basis to ensure alignment of resources
- Hold weekly meetings with staff and the leadership team
- Communicate on a weekly basis with the community via website, email, and social media
- Principal or principal designee (or Leadership Teams) will check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Monitor attendance, grades, and interventions
- Complete required online professional development (see schedule below)
- Establish a virtual learning schedule for remote instruction
- Student online discipline should be addressed according to the district's student code of conduct.

## LEADERSHIP TEAM

- Use the school communication template located in **Appendix D** and include the following information:
  - List of points of contact for parents, students, and staff members
  - School schedule that covers school hours, faculty meetings, and community meetings
- Appraisers check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Check email daily and respond within 24 hours
- Attend professional learning communities (PLCs)
- Communicate with the Office of Special Populations regarding services provided to students to assure campus services are documented, current, and compliant with district, state and federal guidelines.
- Complete required online professional development (see schedule below)
- Campus administrators will administer assessments as guided by the Student Assessments department

## TEACHERS

- Create a sufficient, instructional support schedule in which teacher interactions are predictable so that students know how and when to interact
- Construct and provide students with a course syllabus to convey goals, objectives, and class expectations  
Course syllabus needs to also include expected student progress for remote synchronous learning that is defined by day and tied to the overall course coverage
- Schedule teacher availability for students, in advance, that is predictable and clearly defined for student progress
- Provide students with clear means to engage with daily instructional resources and activities
- Develop and provide engaging lesson plans at least once a week in advance
- Ensure the engagement of academic work is equivalent to the engagement over a normal school year
- Provide student feedback weekly including next steps or necessary remediation to improve student performance
- Post instructional resources and materials on the HUB
- Ensure students can access instructional resources and materials when needed
- Check email daily and respond within 24 hours
- Update grades & provide student feedback weekly
- Meet weekly for professional learning communities (PLCs) with colleagues
- Complete required virtual and program specific professional development (see schedule below)
- Follow student IEPs regardless the learning environment to ensure they receive a Free, and Appropriate Public Education (FAPE)
- Communicate with the Office of Special Populations regarding services provided to students' progress, growth and concerns regarding services provided
- Highly recommended that lessons are recorded when delivered to students

## COUNSELORS & DEANS

- Check-in with students for instructional or emotional supports, including those who are not participating on a continual basis
- Establish a schedule for wellness checks for teachers and students
- Coordinators of College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow program policies and requirements
- Communicate with the Office of Special Populations regarding services provided to students
- Complete required virtual professional development (see schedule below)

## TECH SUPPORT TEAM

- Coordinate distribution of devices through a standard process
- Provide technology support to teachers and students remotely or by appointment
- Provides clear direction to access support
- Provide guides and how-to documents on common processes
- Technology support for College level programs will be provided by the corresponding entity

## SPECIAL EDUCATION

- Communicate with the school leadership, teachers and parents regarding services provided to students
- Follow regularly established IEPs
- Facilitate virtual ARD meetings
- Complete required virtual professional development (see schedule below)

## LIBRARIAN

- Collaborate with the Academic Instructional Technology team to support remote instruction
- Assist students and staff with awareness and accessibility to digital resources
  - Databases
  - E-books and audiobooks
  - Websites and platforms
  - Virtual services and online opportunities (author talks, virtual field trips, HPL resources, etc.)
- Provide copyright guidelines as conveyed by Library Services for online read-alouds
- Circulate books and library resources prior to school closure (if possible) for use during at home learning
- Ensure books and library resources are retrieved in accordance with pandemic disaster recovery protocol, as stated in the Library Services handbook
- Conduct or provide access to online read-alouds that follow copyright guidelines per the publisher
- Complete required online professional development (see schedule below)

## NURSE

- Duties and responsibilities will be delegated by the office of Health and Medical Services
- Complete required online professional development (see schedule below)

## STUDENTS

- Check the HUB and Microsoft Teams for information on classes, assignment, and resources
- Complete and submit assignments on time
- Create a learning space at home to do schoolwork
- Participate in online activities and assignments provided by your teachers
- Students of College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow specific program coursework, policies and requirements
- Know how to navigate access and navigate online resources
- Complete independent reading goals

## PARENTS & GUARDIANS

- Learning at home can be a balancing act. However, establishing a routine will help students be more successful in their learning
- Provide an appropriate learning space for the students when possible
- Communicate any instructional needs to the campus such as a lack of device or internet connection as defined in the campus communication plan
- Consistently monitor campus and district communication for continuous updates via callouts and websites.
- Maintain communication with teachers as needed
- Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or a longer check-in in the morning or evening.
  - Some questions that might help spark a conversation include:
    - Were you able to complete all the assigned activities?
    - What did you learn/practice/read today?
    - What was easy or challenging for you?
    - Do you have any questions for your teacher?
- Monitor student time on task and encourage physical activity and/or exercise.
- Parents of students in College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) should ensure their students follow specific program coursework, policies, procedures, and requirements

# TECHNOLOGY SYSTEMS TO SUPPORT CONTINUITY OF LEARNING

## ACTION PLAN

During the remote operation of schools, teachers and students will use district adopted platforms to communicate and provide instruction. Microsoft Teams will be used to provide instructional support and host live class meetings with students. The district's adopted learning management system (LMS), the HUB (itslearning), will be used to host, deliver, and manage content, instructional resources, and student assignments. The HUB will also be used to monitor student engagement and progress.

Teachers and students can use Microsoft Office 365 Suite and Google for Education Suite (G-Suite) to access a variety of productivity tools to enhance communication and support the creation of instructional content, resources and other essential elements for the learning process. In addition, HISD's Digital Resource page provides a variety of adopted educational resources that support student learning (Appendix F). Parents can access student information and communicate with teachers via HISD Connect.

## OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	Access HISD email & communicate with teachers  Access online office suite  Access & save documents to OneDrive	Attend live class meetings  Communicate with teachers	Access and turn in-class assignments  Access instructional Content & Resources  Access Digital Resources	Access & Save Documents to Google Drive  Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule  Monitor grades
Teachers	Access HISD email and communicate with campus administration  Access Online Office Suite  Access and Save Documents on One Drive	Create Teams Classes  Conduct Live Class Meetings  Communicate with Students	Share instructional resources with students  Create assignments  Monitor student progress	Access and save documents to Google Drive  Create shared drives for department collaboration	Create and assign assignments from digital textbook  Create ancillary assignments from resources	Create or assign assessments from campus or district level Analyze reports for Data Driven Instruction & monitor student progress	Input grades and attendance
Parents	Ability to provide students with support	Participate in Teams Meetings and Teams Live Events	Ability to provide students with support	Ability to provide students with support	Ability to provide students with support	Access data to provide students with support	Access student grades and attendance

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Campus Staff	<p>Access HISD email and communicate with staff and central office</p> <p>Access Online Office Suite</p> <p>Access and Save Documents on One Drive</p>	<p>Create Staff Classes</p> <p>Conduct live meetings with the leadership team, departments, and staff</p>	<p>Update the HUB campus page</p>	<p>Access and save documents to Google Drive</p> <p>Create a campus shared drive to share resources</p>	<p>Ensure accessibility for all students and teachers</p> <p>Monitor student progress</p>	<p>Create or assign assessments from campus or district level</p> <p>Analyze reports for data driven instruction, students progress, &amp; campus goals</p>	Not applicable
Central Office	<p>Access HISD email and communicate with campuses and central office staff</p> <p>Access Online Office Suite</p> <p>Access and save documents on One Drive/SharePoint</p>	<p>Deliver live professional development</p> <p>Communicate with your department</p>	<p>Create asynchronous classes to offer professional development</p>	<p>Access and save documents to Google Drive</p> <p>Create shared drives for department collaboration</p>	<p>Support campuses in implementation and use of Digital Resources</p>	<p>Deliver live professional development on authoring, reporting and acting on data to meet student needs.</p>	Not applicable

## OFFICE 365

HISD teachers and students have access to Office 365 for Education. It is an online, cloud-based suite that offers communication and productivity tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive.

**Use:** Office 365 applications can be used for accessing email through Outlook and using the online versions of Microsoft products (Word, Excel, PowerPoint, OneNote & OneDrive). You can also access Microsoft Teams online for online meetings and classes.

**Where to get support:** [Academic Instructional Technology Training](#)  
[Microsoft Training for Office 365](#)  
[Office 365 Tips for Students YouTube Playlist](#)

## MICROSOFT TEAMS

Microsoft Teams is a digital platform that offers virtual communication and collaboration between students and teachers. Students can be provided with continued support and enhanced learning experience through conversations, video and audio meetings, and live events.

**Use:** Microsoft Teams will be used as the District's platform for student communication. By Microsoft Teams, teachers will be able to provide virtual instruction, continued student support, and other communicative needs of students.

**Where to get support:** [Academic Instructional Technology Training](#)  
[Microsoft Teams Support](#)  
[Microsoft Training for Office 365](#)

## THE HUB (IT'SLEARNING)

The HUB, also known as itslearning, is the district's learning management system. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers and the curriculum department. Teachers can use the platform to create and grade assignments and share resources with colleagues and students.

**Use:** The HUB allows students 24-7 access to instructional material, coursework, and digital textbooks from any device and demonstrates mastery of a subject. Students can submit their assignments and projects, collaborate, and communicate with their classmates, and create blogs, discussion boards, and ePortfolios.

**Where to get support:** [Academic Instructional Technology Training](#)  
[itsLearning Support](#)

## GSUITE

GSuite is a cloud-based application that makes learning accessible anywhere with internet access. All HISD personnel and students have Google accounts that are managed by Houston ISD and accessed by using their district credentials and network password. Teachers and students have the GSuite for education which gives them access to Google Slides, Google Docs, Google Sheets, Google Forms, Google Sites, Chrome Sync, Google Drive, and Google Drawings.

**Use:** G-Suite can be used to collaborate, create, and edit files in real-time. It provides students with collaborative workspaces and access to an online storage system that can be shared and accessed across multiple devices.

**Where to get support:** [Google for Education Teacher Center](#)  
[Applied Digital Skills for Students](#)

## DIGITAL RESOURCES PAGE

HISD provides a variety of educational resources for students to access. The collection of resources is district approved tools and applications that include textbooks, content-specific applications, online reading libraries, and formative and summative assessment tools. Refer to **Appendix A** for the most up to date digital resources available.

**Use:** Students and teachers can gain access to the education material needed for their specific class. Students can also access assessment tools such as Ontrack and Renaissance as well as check out books from MackinVia and MyOn.

**Where to get support:** HISD Technology Service Desk

**Phone:** 713-892-7378

**Email:** servicedesk@houstonisd.org

## HISD CONNECT PARENT PORTAL

HISD Connect Parent Portal is an online service that allows registered users (i.e., parents and students) to log in to access a variety of student information, see class assignments and school calendars, and even communicate electronically with teachers.

**Use:** Users can also choose to have an e-mail or text message sent if a child's grades drop below a selected average or is absent or tardy to class.

Information that PSC provides access to includes:

- Period and Daily Attendance
- Class Schedules and Assignments
- Progress Reports
- Report Cards
- Parent and Student Resources

**Where to get support:** HISD Technology Service Desk

**Phone:** 713-892-7378

**Email:** [servicedesk@houstonisd.org](mailto:servicedesk@houstonisd.org)

## CONTENT DELIVERY

### ASYNCHRONOUS INSTRUCTIONAL MODEL

During the time that schools are closed, the District will make every effort to ensure that student education continues uninterrupted. Houston ISD has fully adopted the Texas Essential Knowledge and Skills (TEKS) standards as the foundation for curriculum and instruction and will be implementing an asynchronous instructional model. Although the asynchronous model is the preeminent form of instruction to be delivered to students, short time increments of synchronous instruction will happen regularly as a part of the asynchronous plan.

- Student's learning experience is exceedingly self-guided with intermittent teacher interaction in which students engage in learning instructional material on their own time
- Students complete self-paced and personalized activities via the HUB and other district-provided digital resources (Imagine Learning, digital textbooks, Achieve 3000, etc.)
- Teacher delivers regularly short increments of synchronous instruction through the use of real-time, live instruction via Teams

### DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT

Teachers will deliver asynchronous instruction via the district adopted LMS, the HUB, while using Microsoft Teams to facilitate short synchronous, direct and small group instruction via Teams. Instructional materials will be designed and adapted for asynchronous instruction through various modalities of the LMS. To ensure instructional materials and content are coherent and logically sequenced to reinforce continuity of learning remotely, TEKS-aligned HUB courses will be organized in a logical format using the built-in Plans tool to allow students ease of navigation to support self-guidance of course materials. In addition, instructional materials will consistently reinforce concepts to ensure retention of knowledge for an asynchronous learning experience. Therefore, instructional materials and assignments will be broken up into weekly plans containing daily student expectations. Each weekly instructional plan should contain:

- **Overview Page:** The overview page will describe objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content.
- **Clear and Explicit Directions:** Directions will be clear and explicit to support the asynchronous learning experience in which deadlines and rubric will be used for each task and/or assignment.

- **Assignments:** During remote learning students must complete and submit two assignments per week.
  - Provide additional opportunities to demonstrate mastery by revising or reassessing work.
- **Multiple Learning Paths:** Lessons and units that contain multiple learning paths to support the reinforcement of concepts to improve retention of knowledge that is based on student needs
- **Teacher and Student Interactions:** Opportunities for appropriate teacher-student and student-student interactions, that includes student feedback and reflection
- **Resources:** Instructions on how students can access resources that enrich the course content and assist in achieving mastery
- **Assessments:** Provide a variety of assessment opportunities that include student products. Assessments will ensure continued information on student progress remotely
- Addresses accessibility concerns through all course materials
- **Special Populations Support:** Plans should include instructional materials and resources that adhere to and support student accommodations and modifications to support students with disabilities and English Learners.
- **Adaptive Learning Activities:** Instructional materials should provide options to adapt learning activities that accommodate student needs
- **Check For Understanding:** Strategies and tools to check student understanding during small group instruction.

Students will have the opportunity to complete the assigned work at their own pace within the daily learning schedule set by their campus. Teacher supports might take the form one-to-one. Microsoft Teams calls, pre-recorded lessons, supplemental materials, or small group instruction via Microsoft Teams. Specialty programs including Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment, immersion, and dual language will follow their curriculum guidelines.

## PK INSTRUCTION (7:30 A.M – 3:00 P.M)

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Team per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Math	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Science	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Special Areas (Art, music, PE, and LOTE)	<ul style="list-style-type: none"> <li>Teachers facilitate at least one to two 15 min live class interactions with students via Teams per week.</li> <li>Students complete work independently as assigned by the teacher</li> <li>Teachers provide opportunities for small group instruction</li> </ul>

## ELEMENTARY K-5 INSTRUCTION (7:30 A.M – 3:00 P.M)

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Independent reading (15-30 minutes a day)               <ul style="list-style-type: none"> <li>Reading options include Myon, MackinVia and HPL</li> </ul> </li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Math	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (short synchronous instruction, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Science	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>
Special Areas (Art, music, PE, and LOTE)	<ul style="list-style-type: none"> <li>Teachers facilitate short synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete other work as assigned by teachers independently</li> <li>Teachers provide opportunities for small group instruction</li> </ul>

# MIDDLE & K-8 SCHOOL INSTRUCTION (8:30 A.M – 4:00 P.M)

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Independent reading (15-30 minutes a day) <ul style="list-style-type: none"> <li>Reading options include MackinVia</li> </ul> </li> <li>Teachers provide small group instruction</li> </ul>
Math	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>
Science	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Virtual science labs and demonstrations</li> <li>Teachers provide small group instruction</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently*</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>
Electives	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>

## HIGH SCHOOL INSTRUCTION (8:30 A.M – 4:10 P.M)

SUBJECT AREA	ACTIVITIES
ELA	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Independent reading (15-30 minutes a day) <ul style="list-style-type: none"> <li>Reading options include MackinVia</li> </ul> </li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>
Math	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>
Science	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Virtual science labs and demonstrations</li> <li>Teachers provide small group instruction</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>
Electives	<ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>

\*College Level coursework live class instruction time will be determined by the teacher/professor/institution.

## PRINTED CONTENT DELIVERY

If students are unable to access their classwork electronically, printed copies will be made available. Teachers will need to document student engagement daily.

# STUDENT ASSESSMENTS

Ensuring academic progress for all students is essential to inform instructional practice for asynchronous instruction. The district has adopted Ontrack, Renaissance, and the HUB as tools to support systems to measure academic progress. The following forms of assessments will be used to assess and measure student academic progress:

## FORMATIVE ASSESSMENT

“Formative Assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.” (Popham, 2011). These assessments, also called assessments for learning, inform teachers’ instruction and provide students feedback. Students and teachers can use formal and informal assessment methods to measure progress and gather evidence that impacts both student learning and instruction.



## TOOLS FOR FORMATIVE ASSESSMENT DATA

Formative assessment data can inform teachers’ instructional decisions. When done continuously and systematically, the data acquired serves as a basis for feedback in helping to improve student learning. To maximize the power of formative assessments, students need to be clear on what the learning target is and have a clear understanding of exemplar products. Interventions and other support should be based on this data. As a result, the tools that we use are critical in ensuring we receive proper information to make the appropriate instructional decisions. Essential district tools include OnTrack, Renaissance, and the HUB. These are powerful tools that can yield much information on how to improve instructional practice when used appropriately.

## WHEN DO I USE THE RENAISSANCE UNIVERSAL SCREENER?

Renaissance is administered multiple times throughout the year to help identify students who might be at risk for learning difficulties and monitor for progress.

The universal screener is used to monitor every student’s progress regardless of achievement levels. Students’ grade-level scores compare their growth between assessment periods to their grade-level peers nationwide. Teachers and campus leaders use the universal screener to monitor the growth of students, both struggling and high achieving, making universal screener data meaningful for all students and their teachers. Renaissance may also be administered from home to support instructional continuity.

Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved student growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often following Response to Intervention (RTI) protocols (Jenkins, Hudson, & Johnson, 2007). Beginning in 2017-18, HISD used the universal screener for math and reading for grades K-12 for three assessment administrations: Beginning of Year, Middle of Year, and End of Year.



## WHEN DO I USE FORMATIVE ASSESSMENT IN ONTRACK

### SNAPSHOTS & OTHER HISD AUTHORED ASSESSMENTS

All assessments tied to Texas learning standards or reading level (e.g., TEKS, Lexiles, and Fountas and Pinnell Guided Reading) are recorded on the district's assessment platform (OnTrack). HISD Curriculum provides a series of brief, curriculum-based Snapshot assessments and longer district level assessments (DLAs) throughout the school year. Snapshot assessments, corresponding rubrics, and other district created assessments, found in OnTrack, are to be entered on the same platform. These district-level formative assessments are intended to support effective teaching and learning and to complement teachers' regular program of ongoing formative assessment with their students. The OnTrack platform supports full paper and online test administration options. OnTrack assessments may be administered in a home setting to support instructional continuity. The platform is device agnostic and can be taken by any device that uses a Chrome browser. *OnTrack allows teachers to track TEKS over time and triangulate multiple sources of data and should be the primary tool used for formative assessment.*

### CAMPUS-LEVEL ASSESSMENTS

Campus-level assessments such as common assessments, rigorous exit tickets, and other standards-based tests and quizzes are an integral part of curriculum and instruction. As outlined in PL-2 and PL-3 of the HISD Instructional Practice Rubric, effective teachers use evidence of learning (assessment) to inform what they teach (the curriculum) and how they teach (instruction). When teachers use backwards lesson design to select or develop assessments that accurately measure student mastery of unit objectives, they ensure that they teach what matters most.

Item #	Student Expectation	Process	Type	% Correct	Correct Answer	Incorrect/Partial Answers			
1	MA.8.2.A	-	MC	36.59	B	C - 24.39%	D - 14.63%	Omitted - 12.2%	A - 12.2%
2	MA.8.2.A	-	MC	14.63	D	C - 34.15%	B - 29.27%	Omitted - 17.07%	A - 4.88%
3	MA.8.2.A	-	MC	56.1	A	Omitted - 14.63%	D - 12.2%	C - 9.76%	B - 7.32%
4	MA.8.2.A	-	MC	41.46	D	A - 17.07%	Omitted - 14.63%	B - 14.63%	C - 12.2%

Effective assessments help both students and teachers gauge individual progress and build on strengths and address weaknesses. Therefore, students are given numerous opportunities to demonstrate their knowledge in many ways. Examples of campus level assessments are common assessments, rigorous exit tickets, performance products, rubrics, and other standards-based tests and quizzes given for the purposes of data analysis. When campus level assessments are done via OnTrack, teachers and campus leaders can have robust reporting capability to analyze student progress and mastery on student expectations across assessments.

N/A			# of Standards Mastered / n	% of Standards Mastered
8.Fig19(A)	8.Fig19(B)	MA.8.2.A		
# of Items: 1	# of Items: 3	# of Items: 6		
Performance Level	Performance Level	Performance Level		
39.02	12.20	39.02		
Above Standard	Below Standard	At/Near Standard	1/3	33.33
Below Standard	Below Standard	Below Standard	0/3	0
Below Standard	Below Standard	Below Standard	0/3	0
Below Standard	Below Standard	At/Near Standard	1/3	33.33
Above Standard	Below Standard	Below Standard	1/3	33.33
Above Standard	Below Standard	Below Standard	1/3	33.33



## HOW DO I MANAGE ASSESSMENT IN AN ASYNCHRONOUS CLASSROOM ENVIRONMENT?

Guiding principles for remote assessment should include flexibility, generosity, and transparency during this time of change. There is no one solution for assessment that will meet all faculty and student needs. From this perspective, the primary concern should be assessing how well students have achieved the key learning objectives and determining what objectives are still unmet. It may be necessary to modify the nature of the exam to allow for the differences of the remote environment.

In thinking about online exams, and the current situation for remote teaching, we recommend the following approaches (in priority order) for adjusting exams: authentic assessment, multiple lower-stakes assessments, open-

note exams, and select online proctored exams where needed. For more information, see [Virtual Assessment Options](#).

## FORMATIVE ASSESSMENT SUPPORT

- FA @ Home Website- resources on how to implement Formative Assessment in a virtual or hybrid instructional environment
- Formative Assessment FAQ- live document addressing common FA questions
- Virtual Assessment Options - Assessment options for a virtual environment
- Bookings with the FA team - Live support options

## THE HUB

### CHECKS FOR UNDERSTANDING



**HUB assessments should be given primarily for quick checks within a lesson.** Checking-for-

Understanding is what a teacher does when she continually verifies that students are learning what is being taught while it is being taught. Bill Younglove defines it as “the frequent, interactive checking of student progress and understanding in order to identify learning needs and adjust teaching

appropriately.” Alternative formative assessment (AFA) strategies can be as simple but important as checking the oil in your car -- hence the name "dipsticks." They're especially effective when students are given tactical feedback, immediately followed by time to practice the skill. Please note that common assessments and final exams should not be given on the HUB. Most assessment should be done in OnTrack for effective TEKS tracking and triangulation.

### ASSIGNMENT



- Open ended checks for understanding allow students to upload files of different types. Teachers can then access the file and check for understanding. Example: Teacher instructs students to search the internet and find and upload a picture to the assignment tool that accurately reflects an example of a fractal pattern in nature.
- Requires a manual check for understanding.
- Allows a grade to be assigned to individuals.

### DISCUSSION



- Allows students to engage in a dialogue usually responding to a guiding question.
- Requires a manual check for understanding.
- Provides a report for individual students on the number of threads and comments posted.
- No grade can be assigned within the tool.

### TEST



- Allows many different question formats.
- Allows for auto-graded check for understanding for non-open-ended questions.
- Data is reflected for individual students only
- Never anonymous
- Immediate feedback

## WHAT IS AUTHENTIC ASSESSMENT?

When considering how to assess student learning in a course, most instructors would agree that the ideal assessment would be one that not only assesses students' learning; it also teaches students and improves their skills and understanding of course content. One fundamental aspect of such assessments is that they are authentic.

An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders or “clients” as well. According to Grant Wiggins (1998), an assignment is authentic if it:

- is realistic.
- requires judgment and innovation.
- asks the student to “do” the subject.
- replicates or simulates the contexts in which adults are “tested” in the everyday life.
- assesses the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
- Allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performance and products

Authentic assessments can be contrasted with conventional test questions, which are often indirect measures of a student’s ability to apply the knowledge and skills gained in a course. Conventional tests have an important place in instruction but cannot take the place of authentic assessments. The table below, drawn from Wiggins, illustrates the differences between typical tests and authentic assessments.

## HOW DO I CREATE AUTHENTIC ASSESSMENT?

In [How Do You Create Authentic Assessments?](#) the development process is presented in four steps, which comprise the heart of the website:

### 1. IDENTIFYING STANDARDS

The section on [Standards](#) distinguishes standards from other student performance statements by considering breadth of coverage and feasibility of measurement and observation.

### 2. SELECTING AUTHENTIC TASKS

The section on [Authentic Tasks](#) describes characteristics of authentic tasks and distinguishes them from traditional tasks.

### 3. IDENTIFYING THE CRITERIA FOR THE TASK

An extensive section on [types of authentic tasks](#) lists and provides PDFs of examples.

### 4. CREATING THE RUBRIC

The section on [Rubrics](#) covers descriptors, levels of performance, and analytic versus holistic rubrics.

A section on [Portfolios](#) explains why they are useful, how to create a portfolio assignment, and how teachers who haven't used portfolios before can get some experience by using them on a smaller scale.

A section of [Examples](#) provides specimen documents for standards, tasks and rubrics, and portfolios for K-12 and higher.

Authentic assessments have several advantages over conventional tests. They are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. Because they involve real-world tasks, they are also likely to be more interesting for students, and thus more motivating. And finally, they can provide more specific and usable information about what students have succeeded in learning as well as what they have not learned.

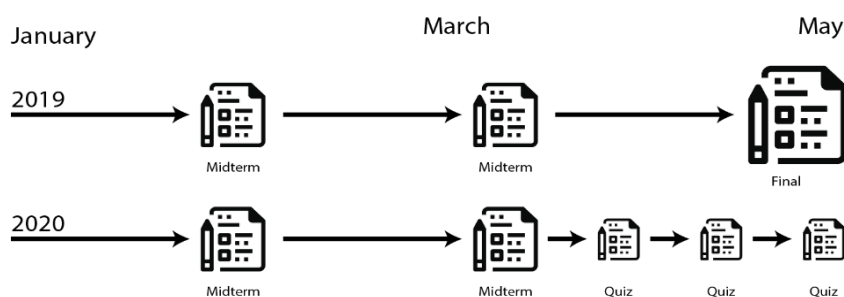
However, authentic assessments may require more time and effort on an instructor's part to develop and may be more difficult to grade. To address the difficulty of grading authentic assessments, it is often useful to create a grading rubric that specifies the traits that will be evaluated and the criteria by which they will be judged. (For more information, see the CITL resource on rubrics.)

## MULTIPLE LOWER-STAKES ASSESSMENT

### DESCRIPTION

The unique circumstances of our current environment make it necessary to carefully consider priorities when assessing students. Rather than being cumulative, a multiple assessment approach makes assessment an incremental process. Students demonstrate their understanding frequently, and accrue points over time, rather than all at once on one test. Dividing the assessment into smaller pieces can reduce anxiety and give students more practice in taking their exams online. For instance, you might have a quiz at the end of each week that students have to complete. Each subsequent quiz can (and should) build on the previous one, allowing students to build toward more complex and rigorous applications of the content. Using this approach minimizes your need to change the types of questions that you have been asking to date, which can affect student performance (e.g. if you normally ask multiple-choice questions, you can continue to do so).

For the remainder of the semester, use the OnTrack tool to build multiple smaller assessments. Spread out the totality of your typical final or unit exam. This can be as simple as dividing a 100-question final exam into eight 12-question “synthesis activities” that students complete bi-weekly. Consider the visual below:



### BENEFITS AS NOTED FROM THE LITERATURE:

- No significant differences were observed in terms of keystroke information, rapid guessing, or aggregated scores between proctoring conditions.
- More effective method for incentivizing participation and reading
- Encourages knowledge retention as each subsequent assessment builds on the last

## OPEN NOTES EXAMS

### DESCRIPTION:

Open note assessments allow students to refer to the Internet and other materials while completing their assessments. By design, this disincentivizes academic dishonesty. Often teachers put time parameters around open

note exams. These types of exams also lend themselves to collaborative work in which multiple students work together to complete the assessment. With an open note strategy, you can keep your general exam schedule and point structure, but you may need to revise questions, so they are less about factual recall and more about the application of concepts. For instance, you might give students a scenario or case study that they must apply class concepts to as opposed to asking for specific values or definitions. If you plan to make such changes, communicate your intent and rationale to your students prior to the exam.

One effective open note testing technique is to use multiple-true/false questions to measure understanding. These questions (called “multiple selection” questions in OnTrack) pose a scenario and prompt students to check all the boxes that apply. For example, students may be prompted to read a short prompt, case, or lab report, then check all statements that are true about that reading. In this way a single question stem can assess multiple levels of complexity and/or comprehension.

## BENEFITS AS NOTED FROM THE LITERATURE

- Open-book exams and collaborative exams promote development of critical thinking skills.
- Open-book exams are more engaging and require higher-order thinking skills.
- Application of open-book exams simulates the working environment.
- Students prefer open-book exams and report decreased anxiety levels.
- Collaborative exams stimulate brain cell growth and intricate cognitive complexes.

## IMPLEMENTATION FOR MULTIPLE LOWER-STAKES AND OPEN NOTE ASSESSMENT STRATEGIES

- **Timed vs. untimed:** overall, performance on timed and untimed assessments yields similar scores. Students express greater anxiety over timed assessments, while they view untimed assessments as more amenable to dishonest behavior.
  - NOTE: If you typically have a time limit on your face-to-face assessments, increase it by 20% to allow for the added demands the remote environment places on students.
  - If the exam is meant to be taken synchronously, remember to stay within your class period. Adjust the length of the exam accordingly.
- **Reduced scope:** Decreasing content covered in the exam may be necessary to create an exam of appropriate length and complexity, given the unique circumstances this semester.
- **Randomize answer order:** In questions in which it makes sense, have Ontrack randomize the order in which the answer options appear.
- **Individual question per page:** This can reduce instances of students taking the assessment together.

- **Honor code attestation:** Give students an opportunity to affirm their intent to be honest by making question one of every assessment a 0-point question asking students to agree to an honor code.
- **Live “Teams” availability:** In OnTrack, set a time window during which the assessment will be available to students.
  - **Hold a live open office hours session in Teams** at some point during that window, so that students who want to can take the assessment while they have direct access to you - this way they can ask questions if any arise. (Note: Currently, Lock down browser will not work with Teams running in the background)

Ultimately, our guiding principles for remote teaching are flexibility, generosity, and transparency. Try to give students as much of an opportunity to demonstrate their knowledge as possible.

- Consider allowing multiple attempts on an assessment.
- When conditions allow, consider allowing multiple means of expression.
  - Can students choose to demonstrate their knowledge from a menu of options?
    - M/C test
    - Written response
    - Performance Task/ Video or Audio presentation
    - Oral Exam (via Teams)
- Consider giving students choices. Perhaps they can opt out of answering a question or two. Perhaps they can choose which of a series of prompts to respond to.

## PROCTORED EXAM

### DESCRIPTION

Respondus Lockdown Browser and remote proctoring is possible with OnTrack. Please consider whether your assessments can be designed without the need for Respondus. While Respondus may be helpful in limited circumstances (e.g., when assessments must be proctored for accreditation purposes), introducing a new technology may cause additional stress for both students and instructors, and academic integrity is still not assured. Additionally, the device disparity and minimized proximity for troubleshooting may make the process difficult to implement.

High-stakes exams that use new technologies and approaches can decrease student performance and may not reflect students' understanding of the material. Student Assessment discourages online proctored approach unless your assessment needs require its use.

### BENEFITS

- Increases the barrier to academic dishonesty.

### IMPLEMENTATION

- Any online **proctored** exam must be created and administered using OnTrack where Respondus is an option. When properly installed, the Lockdown Browser opens, and prevents users from accessing anything else on their computer.
- Prior to offering a graded proctored exam, we strongly recommend that you administer an ungraded (or very low stakes) practice test using the proctoring tool for ease of use.
  - Clear communication with students about system and hardware requirements and timing considerations is required.
- Respondus Lockdown Browser requires that students download a web browser. Not all devices are supported by Respondus including iPads.

## SPECIAL POPULATIONS

The primary responsibility of the Office of Special Populations is to provide quality programs and services to diverse groups of students that promote equity, success, and contribute to preparing students who are members of special populations for college and career readiness. We ensure district and campus leaders are provided with the appropriate resources, services, and programs available for students in need of the following services: Special Education, Section 504, Dyslexia, Multilingual, Interventions, Virtual Schools and Gifted and Talented.

The Office of Special Education Services (OSES) must make reasonable efforts to provide the student with the services required by the student's IEP. If there are services, accommodations, and modifications required by the student's IEP that cannot be provided during remote learning, the student's ARD committee must determine which services it can provide to meet the student's needs (34 CFR 300.324(a)(4)). The intent for guidance and support is to provide all stakeholders with planning, communication, and instructional resources to meet the individual needs of students with disabilities.

### SPECIAL EDUCATION @ H.O.M.E SUPPORT

HISD is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning and may include the ability to read text to students. Additionally, specific online platforms, such as Imagine Math and Imagine Literacy, provide individualized learning pathways tailored to each student's educational need. We recommend that your student log on to these digital tools daily. Special education students who receive their instruction in a general education setting with accommodations and in-class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.

Parents of students who are served by specialized special education programs (i.e. Preschoolers Achieving Learning Skills – PALS, Skills for Learning and Living – SLL, Preparing Students for Independence – PSI, Structured Learning Class – SLC, Behavior Support Class – BSC, Regional Day School Program for the Deaf – RDSPD, Student Opportunities for Alternative Redirection – SOAR and 18+ Transition Programs) will be contacted by your student's special education case manager (classroom teacher or campus department chairperson) to provide individualized support.

Support for related services and other instructional needs, such as autism and behavior, occupational therapy (OT), physical therapy (PT), assistive technology (AT), deaf and hard of hearing (AI), visually impaired (VI), adapted physical education (APE), music therapy, and counseling, will occur in a virtual setting, contingent upon need and scheduling constraints and keeping within safety guidelines.

## SPECIAL EDUCATION STUDENTS

- Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB or as determined by the student's IEP
- Access to MS Teams with non-disabled peers to the extent possible as determined by the student's IEP per the ARD committee.
- Access teacher, co-teacher, and/or paraprofessional as determined by the student's schedule of services outlined in the IEP
- Access individualized curriculum and programs such as the Unique curriculum, Imagine Language and Literacy, Imagine Math as determined by the student's IEP
- Access supplemental aids, accommodations, modifications, designated supports, assistive technology as determined by the ARD Committee and outlined in the student's IEP. · Access video lessons through HISD@H.O.M.E. (Home-Based Ongoing Mobile Education)
- Access virtual related services as determined by the ARD committee.
- Access paper-based curriculum such as elementary, middle, or high school instructional packets

### Resources

[Tips and Tools for Students](#)

[HISD@H.O.M.E. Support for Students](#)

[HISD@H.O.M.E. TV](#)

[Elementary School Printable Packets](#)

[Middle School Printable Packets](#)

[High School Printable Packets](#)

[Cool Online Resources](#)

## PARENTS

- Access to support with HISD Parent Connect and HISD@H.O.M.E.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Access to digital copies of student's IEP and procedural safeguards.
- Access to the [Parent's Guide to the Admission, Review, and Dismissal Process](#)
- Access to student's special education support system such as a teacher, case manager, department chair or campus administrator.
- [Access to translation services](#)
- [Access to Child Find Services](#)

### Resources

[Welcome to the Sped Learning at Home](#)

[Getting Started: Tips for Supporting Student Learning at Home](#)

[Instructional Accommodations Videos for Parents](#)

[Inclusive Learning Resources for Parents](#)

[Special Education at H.O.M.E. Resources for Parents](#)

[Parent Resources for Students in Special Education](#)

[Webinars for Parents and Teachers](#)

[Instructional Technology Support in English and Spanish](#)

[Sped Family Resources](#)

## TEACHERS

- Deliver short synchronous instruction via MS Teams in student to teacher ratio as determined by the student's IEP.
- Provide access to MS Teams with non-disabled peers to the extent possible as determined by the student's IEP per the ARD committee.
- Provide access to teacher, co-teacher, and/or paraprofessional as determined by the student's schedule of services outlined in the IEP
- Provide access to individualized curriculum and programs such as the Unique curriculum, Imagine Language and Literacy, Imagine Math as determined by the student's IEP
- Provide access to supplemental aids, accommodations, modifications, designated supports, and/or assistive technology as determined by the ARD Committee and outlined in the student's IEP.
- Provide access to video lessons through HISD@H.O.M.E. (Home-Based Ongoing Mobile Education)
- Follow the student's Schedule of Services as determined by the ARD committee.
- Provide paper-based curriculum such as elementary, middle, or high school instructional packets
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Participate in virtual campus and department meetings and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum departments.
- Monitor and document student progress as related to the student's IEP goals and objectives and report progress to parents.
- Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.
- Provide Social Emotional Learning behavior strategies within lessons as determined by the student's IEP.

Resources

[Webinars for Parents and Teachers](#)

[General Guidance](#)

[Tips for Managing Behaviors for At Home Learning](#)

[Privacy and FERPA Considerations for Virtual Instruction](#)

[Instruction and Accessibility Support Assistive Technology ARD Committee Considerations During COVID-19](#)

[Supporting Students with Complex Needs](#)

[Special Education](#)

[Instructional Supports for Students with Disabilities](#)

## CAMPUS STAFF

### Case Managers

- Contact families to provide individualized support and maintain rapport throughout remote learning.
- Communicate and collaborate with all stakeholders via MS Teams to maintain federal, state, and district compliance including weekly check-ins with parents.
- Schedule and conduct meetings via MS Teams with all stakeholders.
- Provide alternate meeting methods for parents including MS Teams, email, and phone communications.
- Provide parent translation support through [HISD's translation services](#)
- Attend OSES ongoing professional development via MS Teams.
- Maintain digital documentation of required forms including parent contact logs and adhere to all ARD timelines.
- Monitor student progress in general, special education and intervention classes and update information.
- Advocate for the needs of students on their caseloads along the continuum of services.
- Provide master schedule input and ensure students are placed appropriately according to the student's schedule of services outlined in the IEP.
- Provide access to video lessons through HISD@H.O.M.E. (Home-Based Ongoing Mobile Education).
- Monitor the student's Schedule of Services as determined by the ARD committee.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Participate in virtual campus and department meetings and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum departments.
- Monitor and document student progress as related to the student's IEP goals and objectives and report progress to parents.
- Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.
- Provide Social Emotional Learning behavior strategies to teachers as determined by the student's IEP.

## Resources

[Special Education At Home Support](#)

[HISD's Office of Special Education Services](#)

[Operating Guidelines](#)

[Guidance from TEA](#)

## Department Chairs

- Communicate and collaborate with all stakeholders via MS Teams to maintain federal, state, and district compliance.
- Schedule and conduct meetings via MS Teams with all stakeholders.
- Attend department chair meetings and trainings offered by Office of Special Education Services (OSES).
- Provide alternate meeting methods for parents including MS Teams, email, and phone communications.
- Provide parent translation support through [HISD's translation services](#)
- Attend OSES ongoing professional development via MS Teams.
- Maintain compliance in EASY IEP and adhere to all ARD timelines.
- Provide master schedule input and ensure students are placed appropriately according to the student's schedule of services outlined in the IEP.
- Monitor the student's Schedule of Services as determined by the ARD committee.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Participate in virtual campus and department meetings and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum departments.
- Monitor documentation of student progress as related to the student's IEP goals and objectives and report progress to parents.
- Provide Social Emotional Learning behavior strategies to teachers as determined by the student's IEP.
- Monitor the implementation of special education programs such as inclusion, co teach, resource, and self-contained, and provide guidance and support as needed.
- Provide support to general and special education teachers of students to comply with the student's IEP.
- Obtain electronic signatures, distribute ARD documents to parents and update PEIMS data immediately after completion of the ARD.

## Resources

[Special Education At Home Support](#)

[HISD's Office of Special Education Services](#)

[Operating Guidelines](#)

[Guidance from TEA](#)

## Campus Administration

- Establish clear expectations for campus procedures for meeting the needs of students in Special Education.
- Communicate and collaborate with all stakeholders via MS Teams to maintain federal, state, and district compliance.
- Contact families to provide initial and ongoing individualized support, establish rapport, and determine accessibility to technology, curriculum, social and emotional needs and district and campus communications such as emails, newsletters, websites, callouts, text messages, etc.
- Hold weekly meetings via MS Teams with campus special education staff to ensure alignment of resources.
- Provide alternate meeting methods for parents including MS Teams, email, and phone communications.
- Serve as an active participant in virtual ARD meetings via MS Teams, email, or phone communications.
- Monitor and provide support to general and special education teachers and staff to comply with the student's IEP.
- Monitor the Master Schedule and ensure students are placed appropriately according to the student's Schedule of Services outlined in the IEP.
- Provide behavioral and social emotional learning support according to the student's Behavioral Support Plan, the HISD Student Code of Conduct and the Manifestation of the Disability as determined by the ARD committee.
- Collaborate with the OSES and legal services for support when ARD meetings involve family advocates and legal representation.
- Provide support to all stakeholders including teachers, case managers, department chairpersons, families, and students.
- Coach and develop special education teachers around effective instructional strategies as outlined in the Teacher Appraisal System.

### Resources

[Special Education At Home Support](#)

[HISD's Office of Special Education Services](#)

[Operating Guidelines](#)

[Guidance from TEA](#)

SPECIAL EDUCATION	
Students	<ul style="list-style-type: none"> <li>• Access instructional resources, lessons, and tools via HISD HUB, HISD @HOME, the Unique platform, and other approved platforms.</li> <li>• Utilize Microsoft Teams for class meetings and short synchronous instruction, and submit assignments via the HUB, the Unique platform, and other approved platforms.</li> <li>• Access and use modified or accommodated instructional materials or supplemental aids, designated supports, assistive technologies, related service providers, and autism and behavior support.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Attend virtual ARD meetings</li> <li>• Access digital copies of IEP and procedural safeguards</li> <li>• Connect with a special education teacher or special education department chair for special education services</li> <li>• Access SPED Learning at Home google website</li> <li>• Access Office of Special Education Services (OSES) instructional YouTube site</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Deliver differentiated instruction in small groups</li> <li>• Attend, share data, and participate in the students' ARD meeting</li> <li>• Participate in virtual campus/department PLCs and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum department</li> <li>• Monitor student growth and progress using the appropriate data sources.</li> <li>• Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.</li> <li>• Implement Social Emotional learning behavior strategies within the lessons</li> </ul>

SPECIAL EDUCATION	
Campus Staff	<p><b>CASE MANAGERS</b></p> <ul style="list-style-type: none"> <li>• Conduct meetings with the leadership team, departments, and staff</li> <li>• Monitor student progress in general, special education and intervention classes</li> <li>• Advocate for the needs of students on their caseloads along the continuum of services</li> <li>• Maintain documentation and parent contact log</li> </ul> <p><b>DEPARTMENT CHAIRS</b></p> <ul style="list-style-type: none"> <li>• Communicate and collaborate with the campus and district special education department to maintain federal and district compliance</li> <li>• Monitor implementation of sped programsóinclusion, co-teach, resource, and self-contained</li> <li>• Ensure teachers of special education students are supported to differentiate based on the needs of the students using Specially Designed Instruction</li> <li>• Attend special education department chair meetings/trainings offered by Office of Special Education Services (OSES)</li> <li>• Update necessary PEIMS data immediately after completion of the ARD</li> <li>• Monitor student growth and progress using the appropriate data sources</li> </ul> <p><b>CAMPUS ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>• Ensure all special education students have technology.</li> <li>• Monitor attendance of special education students.</li> <li>• Monitor suspension rates of special education students.</li> <li>• Collaborate with the OSES Department for support with ARD/IEP meetings with advocates of families of special education students.</li> <li>• Monitor and support SPED department hair and teachers.</li> <li>• Coach and develop special education and general teachers around effective instructional strategies that differentiated instruction.</li> </ul>
Service Providers	<ul style="list-style-type: none"> <li>• Use student IEPs and evaluation data to determine student present levels of performance, goals and objectives, schedule of services and accommodations.</li> <li>• Deliver the related services therapy with fidelity.</li> <li>• Collect and update student progress data and provide recommendations to the ARD committee regarding related services and accommodations.</li> <li>• Participate in IAT, 504, and ARD committee meetings regarding related services.</li> <li>• Evaluate students to determine eligibility and educational need for related services within federal and state timelines.</li> <li>• Maintain documentation or log of parent contact.</li> </ul>
Central Office	<p><b>INSTRUCTIONAL SERVICES</b></p> <ul style="list-style-type: none"> <li>• Update HISD@HOME special population pages</li> <li>• Provide virtual transitional supports</li> <li>• Provide virtual professional development and asynchronous classes for teachers to support effective instruction</li> <li>• The Special Education Autism/Behavior team will develop and deliver virtual professional development to support behavior and social emotional challenges for students</li> <li>• Provide individualized support for teachers</li> </ul> <p><b>ARD/IEP</b></p> <ul style="list-style-type: none"> <li>• Provide documents that allow for electronic signatures</li> <li>• Ensure federal, state and district compliance with meeting timelines of ARD/IEPs.</li> </ul> <p><b>EVALUATION AND RELATED SERVICES</b></p> <ul style="list-style-type: none"> <li>• Monitor SPED federal, state and district compliance, annuals, re-evaluations, delivery of services, child find etc., through mutual communication/collaboration and monthly audits.</li> <li>• Provide online process for identifying, assessing, re-evaluating and exiting students in SPED services</li> </ul>

The 504 and Dyslexia teams will ensure implementation of Section 504 accommodations and support services to the greatest extent possible in order to provide equitable access to the educational program. The 504 and Dyslexia teams supports may include delivery of instruction virtually or telephonically, extensions of time for assignments, accessible reading materials, and virtual dyslexia services and/or online intervention resources according to the individual service plans. This plan was developed to support students, parents, and teachers navigating this unfamiliar territory and engaging in distance learning work to ensure learning continues and is uninterrupted.

	SECTION 504	DYSLEXIA
Students	<ul style="list-style-type: none"> <li>Communicate with classroom teachers for accommodations/ support via MS Teams</li> <li>Access and use the accommodated instructional materials/supplemental aids, strategies, assistive technologies, behavioral supports as provided by teachers</li> <li>Attend virtual classes with the teacher via MS Teams and turn in assignments in the HUB</li> </ul>	<ul style="list-style-type: none"> <li>Access Nessy.com and/or Neuhaus Academy with support of the dyslexia teacher</li> <li>Access and use accommodated instructional materials/supplemental aids, and strategies, assistive technologies which can be found on the dyslexia home page at <a href="https://Houstonisd.org/dyslexia">Houstonisd.org/dyslexia</a></li> <li>Attend virtual interventions with the dyslexia teacher via MS Teams</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Attend virtual 504 meetings</li> <li>Access to digital copies of 504 plans</li> <li>Communicate with the campus 504 coordinator for student accommodations</li> <li>Access support with HISD Parent Connect and HISD@HOME</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with the designated campus dyslexia interventionist for services</li> <li>Access Nessy.com and Neuhaus Academy with support of the dyslexia teacher</li> <li>Access to support with HISD Parent Connect and HISD@HOME</li> <li>Access parent webinars, accommodated instructional materials/supplemental aids, and strategies, assistive technologies; can be found on the dyslexia home page at <a href="https://Houstonisd.org/dyslexia">Houstonisd.org/dyslexia</a></li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Identify or recommend students for 504 evaluation, assessment or dismissal</li> <li>Access current, 504 plan, assessment and cumulative data</li> <li>Attend, share data, and actively participate in the students' 504 meeting</li> <li>Document accommodations provided as described in the 504-service plan.</li> <li>Communicate with parents, students, campus 504 coordinator, and service providers via MS Teams, phone and email.</li> </ul>	<ul style="list-style-type: none"> <li>Identify or recommend students for characteristics of dyslexia evaluation or assessment</li> <li>Attend professional development for dyslexia</li> <li>Administer dyslexia screening in grades K and 1 as required by TEC 38.003</li> <li>Attend, share data, and actively participate in the students' 504 of IEP meeting.</li> <li>Deliver differentiated instruction, accordingly to student levels and needs</li> <li>Provide small group or individualized instruction</li> <li>Maintain documentation of student support and student progress as described in the student service plan.</li> </ul>

	SECTION 504	DYSLEXIA
Campus Staff	<p>CAMPUS 504 COORDINATOR</p> <ul style="list-style-type: none"> <li>• Collaborate with leadership team to conduct live meetings with departments, and staff</li> <li>• Attend annual 504 coordinator training and easy IEP training</li> <li>• Maintain timelines for 504 evaluations and annual reviews</li> <li>• Maintain documentation and parent contact log</li> <li>• Monitor student progress to adjust student service plans as needed</li> </ul>	<p>CAMPUS DYSLEXIA CONTACT</p> <ul style="list-style-type: none"> <li>• Communicate with campus staff and central office for compliance and district procedures</li> <li>• Conduct live meetings with the leadership team, departments, and staff</li> <li>• Ensure campus compliance with dyslexia PEIMS reporting</li> <li>• Ensure the delivery of dyslexia services for students as defined in student 504 and IEP plans.</li> </ul>
Service Providers	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Use student service plans and data to determine student placement in interventions</li> <li>• Deliver the standard protocol dyslexia intervention with fidelity</li> <li>• Collect student progress data and provide recommendations to the 504 or ARD committee regarding dyslexia services and accommodations</li> <li>• Participate in IAT, 504, and ARD committee meetings regarding dyslexia services</li> </ul>
Central Office	<ul style="list-style-type: none"> <li>• Assure HISD@HOME 504 website is updated.</li> <li>• Monitor 504 compliance to District, State and Federal Compliance</li> <li>• Work with the campus 504 coordinators for campus support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide online process for providing dyslexia services and progress monitoring</li> <li>• Provide online professional development for parents, teachers, and dyslexia service providers</li> </ul>

The **Multilingual Department** is committed to providing supplemental support to campuses to address English learners' instructional needs as we operate via an asynchronous instructional model. Multilingual area office teams offer additional support to students, parents, teachers, and campus leadership teams to ensure learning continues and is uninterrupted.

	ENGLISH LEARNERS	MIGRANT
Students	<ul style="list-style-type: none"> <li>Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB</li> <li>Access English Language Development (ELD) lessons through the HUB</li> <li>Access Imagine Language and Literacy, Imagine Espanol and/or Imagine Math if assigned by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Attend MS Teams class meetings for short synchronous instruction and access lessons and submit assignments in the HUB</li> <li>Access HISD@HOME for instructional resources</li> <li>Access to Study Island online program for extra math and reading practice.</li> <li>Meet with assigned tutor on regularly scheduled days through Microsoft Teams</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Access to support with HISD Parent Connect and HISD@HOME</li> <li>Communicate with the Language Proficiency Assessment Committee (LPAC) administrator via MS Teams, email or phone conversation</li> <li>Access to Home Language Survey in 16 home languages</li> <li>Access to LPAC administrator for program placement, approval/denial of placement</li> <li>Participate in virtual meetings with teachers about student's progress</li> <li>Access Multilingual Programs Department for more information</li> </ul> <p><b>Resources</b>  <a href="#">TEA English Learner Guidance</a></p>	<ul style="list-style-type: none"> <li>Meet with Migrant Program Representatives virtually to complete the Certificate of Eligibility (COE)</li> <li>Communicate with Migrant Program Representative and tutors about the academic progress of Priority First Students (PFS)</li> <li>Attend virtual parent meetings</li> </ul> <p><b>Resources</b>  <a href="#">A Migrant Resources</a></p>

	ENGLISH LEARNERS	MIGRANT
Teachers	<ul style="list-style-type: none"> <li>• Communicate with parents, students, campus LPAC administrators, and service providers.</li> <li>• Deliver online instruction utilizing Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)</li> <li>• Adhere to the time and content allocations for transitional and dual language programs</li> <li>• Create opportunities to collaborate during asynchronous lessons addressing linguistic domains: Reading, Listening, Speaking and Writing.</li> <li>• Deliver English Language Development (ELD) class to students participating in transitional bilingual programs</li> <li>• Provide differentiated small group instruction utilizing Proficiency Level Descriptors (PLDs), TEKS and ELPS</li> <li>• Document students' linguistic accommodations utilizing Linguistic Accommodations Checklist</li> <li>• Participate in virtual LPAC meetings, provide updates on students' progress, and make recommendations for testing accommodations</li> <li>• Participate in meetings or professional development to support English Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Provide virtual classes via MS Teams for short synchronous instruction and assign lessons in the HUB</li> <li>• Communicate with Migrant Program Representatives and tutors for support and alignment with individualized learning plan (ILP)</li> </ul>
	<p>Resources</p> <p><a href="#">TEA English Learner Guidance</a></p>	

	ENGLISH LEARNERS	MIGRANT
Campus Staff	<p>LPAC ADMINISTRATOR</p> <ul style="list-style-type: none"> <li>• Communicate and collaborate with the Multilingual Programs Department Compliance team to maintain federal, state, and district compliance</li> <li>• Attend LPAC trainings</li> <li>• Obtain parent approval of recommended program placement</li> <li>• Maintain digital documentation of required forms</li> <li>• Update student information in LPAC panel in SIS portal</li> <li>• Identification of potential English Learners through a parent/student interview</li> <li>• Build appropriate schedules for potential English Learner</li> <li>• Provide alternative meeting methods for LPAC meetings - phone or MS Teams</li> <li>• Optional to include LPAC parent representative</li> <li>• Provides parent translation support through translation department or approved vendor</li> <li>• Monitor implementation of language programsótransitional bilingual, dual language, and ESL</li> <li>• Monitor English Language Development (ELD) block of the bilingual programs</li> <li>• Monitor and support teachers on ESL waivers or bilingual exceptions</li> <li>• Participate in meetings or professional development to support English Learners</li> </ul> <p>SHELTERED INSTRUCTION (SI) COACHES</p> <ul style="list-style-type: none"> <li>• Monitor implementation of language programsótransitional bilingual, dual language, and ESL</li> <li>• Monitor English Language Development (ELD) block of the bilingual programs</li> <li>• Monitor and support teachers on ESL waivers or bilingual exceptions</li> <li>• Attend SI Coach meetings/trainings offered by Multilingual Programs Department</li> <li>• Participate in meetings or professional development to support English Learners</li> </ul> <p>ADMINISTRATOR ROLE</p> <ul style="list-style-type: none"> <li>• Ensure all ELs have technology</li> <li>• Monitor attendance for English Learners</li> <li>• Monitor and support LPAC Administrator and SI Coach as needed</li> </ul> <p>RESOURCES</p> <p><a href="#">A English Learner Guidance</a></p>	<ul style="list-style-type: none"> <li>• Collaborate with Migrant Tutor to create a schedule and individualized learning plan (ILP)</li> </ul>

	ENGLISH LEARNERS	MIGRANT
Central Office	<p><b>Curriculum and Development Department</b> will provide equitable access to curriculum resources for English Learners that target TEKS and ELPS for both bilingual and ESL programs</p> <p><b>Translation Department</b> will provide support to campuses with translation services to families of Speakers of Other Language (SOL) for all district and campus communication.</p> <p><b>Multilingual Programs Compliance Team</b> will provide support to LPAC Administrator and committee members during remote learning with the</p> <ul style="list-style-type: none"> <li>• Identification of potential English Learners through a parent /student survey</li> <li>• Scheduling of potential English Learners into bilingual/ESL programs</li> <li>• Provision of digital documents</li> <li>• Alternative meeting methods for LPAC meetings -phone or MS Teams</li> <li>• LPAC procedures through weekly communication and LPAC trainings</li> </ul> <p><b>Multilingual Programs Professional Development Team</b> will support campus Sheltered Instruction Coaches virtually by</p> <ul style="list-style-type: none"> <li>• Coaching and modeling how to integrate English Language Proficiency Standards (ELPS) into content lessons</li> <li>• Providing professional development to SI Coach and teachers</li> <li>• on ESL waivers, teachers not certified to teach ELs, and campus leadership teams</li> <li>• Sending weekly communication to SI Coaches</li> </ul> <p><b>Multilingual Programs Area Teams</b> will provide supplemental support to campus leadership teams and teachers by</p> <ul style="list-style-type: none"> <li>• Sharing sheltered instruction activities</li> <li>• Analyzing data and planning instruction aligned to language proficiency levels</li> <li>• Support for Immigrant and Refugee families with outreach worker</li> <li>• Support to immigrant students with additional tutors</li> </ul> <p><b>Resources</b>  <a href="#">TEA English Learner Guidance</a></p>	<p><b>Migrant Team will</b></p> <ul style="list-style-type: none"> <li>• Manage active Certificates of Eligibility (COE) and maintain accurate records for New Generation System (NGS) for documentation</li> <li>• Communicate with parents to complete the COE, family surveys, verify migrant history</li> <li>• Monitor withdrawals and re-enrollments of migrant students</li> <li>• Assign tutors to Priority First Students (PFS) students</li> <li>• Identify recently enrolled students, dropouts</li> <li>• Keep Parent Contact Log (PCL) updated.</li> <li>• Collaborate with the teacher to maintain individualized learning plan (ILP).</li> <li>• Provide A Bright Beginning program via TEAMS for three and four-year-old migrant students</li> <li>• Monitor student academic progress and attendance</li> </ul> <p><b>Resources</b>  <a href="#">TEA Migrant Resources</a></p>

The **Office of Interventions and Virtual School Department** are continuously working to provide online learning in a way that delivers supplemental instruction using internet-based technologies to learners who are not physically present in one location. Our efforts focus on extending our reach of tiered content to students, parents, and interventionists to ensure learning continues and is uninterrupted.

	INTERVENTIONS	VIRTUAL LEARNING OPTIONS
Students	<ul style="list-style-type: none"> <li>Log into HISD's portal to access Imagine Learning Support</li> <li>Access Imagine Language and Literacy and complete at least 60 minutes per week</li> <li>Access Imagine Math and complete at least 60 minutes per week.</li> <li>Secondary students will access lessons and submit assignments for intervention classes in Read to Achieve, Corrective Reading and/or Reading Mastery as assigned by teachers</li> <li>Middle school students will access Edgenuity for lessons and assignments</li> <li>Access Strategic Reading and Writing lessons and submit assignments via HUB</li> </ul>	<b>HS GRADUATION LABS</b> <ul style="list-style-type: none"> <li>Access Apex Learning via digital resources in the HUB</li> <li>Complete course work by due dates assigned</li> <li>Complete all lessons and computer scored quizzes, test and exams</li> <li>Meet on Teams with Grad coach during assigned days and times for support</li> <li>Collaborate with teacher of record and graduation coach for academic support</li> <li>Contact graduation coach for quiz resets</li> <li>Earn at least 70% to be eligible for credit</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Attend virtual IAT meetings and access digital copies of the IAT documents</li> <li>Communicate with the campus liaison to request for IAT referral and/or evaluation</li> <li>Contact campus designated support staff for assistive technologies, service providers and digital platforms</li> <li>Communicate with teachers through Teams and HISD Parent Connect</li> <li>Access Interventions Office website for current information</li> <li>Attend Imagine Learning Webinars</li> </ul>	<ul style="list-style-type: none"> <li>Contact campus counselor for enrollment and eligibility in Grad Lab</li> <li>Collaborate with the campus grad lab coach for weekly progress reports</li> <li>Support and monitor student progress</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Create assignments and monitor student growth and progress in the HUB</li> <li>Provide lessons and assignments for intervention classes in either Read to Achieve, Corrective Reading, Reading Mastery and/or Edgenuity which students may submit via HUB</li> <li>Participate in campus department PLCs</li> <li>Participate in virtual professional development via Teams conducted by IAT Managers and ITDS</li> <li>Monitor student online interventions usage on the digital platforms</li> <li>Attend, share data, and participate in IAT meeting</li> <li>Provide small group tiered instruction</li> </ul>	<ul style="list-style-type: none"> <li>Grad Lab Teacher of Record (TOR) to be available via MS Teams or email to support student learning</li> <li>Monitor student progress in the course and collaborate with Grad Lab Coach about concerns</li> <li>Adhere to program adjustments for Grad Lab @ H.O.M.E</li> <li>Reviews course completions and provides final grade to grad coach</li> </ul> <b>ONLINE SUPPLEMENTAL RESOURCE</b> <ul style="list-style-type: none"> <li>Collaborate with Grad Lab Coach for supplemental online resources such as Edgenuity (MS) and APEX (HS)</li> </ul>

	INTERVENTIONS	VIRTUAL LEARNING OPTIONS
Campus Staff	<ul style="list-style-type: none"> <li>Collaborate with the campus administration and conduct meetings with the leadership team, departments, and staff.</li> </ul> <p>CAMPUS LIAISON</p> <ul style="list-style-type: none"> <li>Maintain documentation in Power Schools campus IAT meetings and parent contact log</li> </ul> <p>CAMPUS DESIGNATED STAFF</p> <ul style="list-style-type: none"> <li>Identify and provide for assistive technologies, service providers and digital platforms</li> </ul>	<ul style="list-style-type: none"> <li><b>Counselor</b> determines eligibility for student enrollment</li> <li><b>Campus Scheduler</b> enrolls students in distance learning courses using an active teacher, appropriate distance learning code and meeting pattern 99</li> <li><b>Campus Graduation coaches</b> to monitor daily activity for all students enrolled in grad lab courses <ul style="list-style-type: none"> <li>support teachers of record</li> <li>conduct live meetings with students for program and system support</li> <li>Post final grades in Apex gradebook</li> </ul> </li> <li><b>School Registrar</b> reviews completions accurately post to SIS historical file</li> </ul>
Central Office	<p>AREA IAT MANAGER/IAT MANAGER BEHAVIOR</p> <ul style="list-style-type: none"> <li>Collaborate with Area Offices for campus support</li> <li>Provide online support for students, parents, teachers and IAT Liaisons</li> <li>Support teachers in the area of progress monitoring and usage reports</li> <li>Create and offer virtual professional development trainings</li> <li>Monitor IAT Meetings and documentation in Power Schools.</li> <li>Conduct weekly check-ins with ITDS for campus support</li> </ul> <p>AREA ITDS</p> <ul style="list-style-type: none"> <li>Provide online support for students, and teachers</li> <li>Create and offer virtual professional development trainings</li> <li>Monitor documentation in Power Schools.</li> <li>Support teachers in the area of progress monitoring and usage reports</li> <li>Coach and model effective strategies for asynchronous instruction utilizing small group and differentiating instruction</li> </ul>	<ul style="list-style-type: none"> <li>Daily response to emails to support and communicate with students, parents, and campus staff</li> <li>Conduct live meetings with the leadership team, departments, campuses and teaching staff</li> <li>Create and offer virtual professional development trainings</li> <li>Process transfers in APEX for staff roles</li> <li>Secure SIS Integration accuracy for completions</li> <li>Apex system monitoring to ensure program compliance</li> <li>Collaborate with other departments for campus support</li> </ul>

The **Gifted and Talented Department** developed this plan to continue supporting online learning opportunities for our gifted scholars, parents, and teachers. Our goal is to ensure this learning environment is one that continues to foster academic growth and positive social interaction from a distance.

	GIFTED AND TALENTED
Students	<ul style="list-style-type: none"> <li>Access G/T modified/accommodated instruction and submit assignments via the HUB.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Attend virtual GT meetings.</li> <li>Access digital copies of GT documents provided by teachers.</li> <li>Communicate with Campus GT Coordinator for GT services.</li> <li>Access supports via HISD Parent Connect and HISD@HOME.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Differentiate instructional materials and offer direct support as needed.</li> <li>Collaborate to create and implement the students' GEPs to individualize and differentiate instruction.</li> <li>Maintain documentation of servicing GT students on this link.</li> <li>Provide differentiated lessons to students</li> <li>Identify or recommend students for G/T evaluation and potential program placement.</li> <li>Access district adopted platforms to communicate with parents, students, campus G/T personnel, and service providers.</li> <li>Maintain documentation or log of parent contact.</li> <li>Deliver well-planned and rehearsed short synchronous instruction, differentiating accordingly to students' levels and needs.</li> <li>Utilize HISD GT Instructional Strategies Resources Guide and the Texas Performance Standards Project (TPSP) to differentiate learning.</li> <li>Create opportunities to collaborate, share and participate in Project Based Learning (PBL) online.</li> </ul>
Campus Staff	<p><b>GT COORDINATOR</b></p> <ul style="list-style-type: none"> <li>Conduct live meetings with the leadership team, departments, and staff to ensure clarity on GT expectations, the State Plan, compliance, and instructional strategies.</li> <li>Monitor and support GT teachers, students, and parents via MS Teams.</li> <li>Collaborate with the PEIMS clerks to maintain GT Student documentation through PowerSchool.</li> <li>Monitor student progress through assessment, performance data, grade distribution and teachers' recommendations/observations.</li> <li>Facilitate Power School Implementation Training for GT Special Programs platform.</li> </ul> <p><b>CAMPUS ADMINISTRATOR</b></p> <ul style="list-style-type: none"> <li>Ensure appropriate student course assignment in the master schedule.</li> <li>Ensure completion of state and district required GT professional learning.</li> <li>Ensure appropriate allocation of PIC 21 funds.</li> <li>Ensure the monitoring of instructional differentiation for gifted learners</li> <li>Ensure the monitoring and completion of the GEP for the gifted learners</li> <li>Reference the GT Resources for planning, implementation, and support.</li> </ul>
Central Office	<ul style="list-style-type: none"> <li>Provide processes for identifying and assessing GT students.</li> <li>Monitor GT compliance with state guidelines.</li> <li>Provide virtual support for students, parents, teachers, and GT Coordinators.</li> <li>Provide live professional pre-recorded professional learning opportunities.</li> </ul>

## SOCIAL EMOTIONAL LEARNING

Social Emotional Learning Department promotes the process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model SEL skills such as:

- recognizing and managing our emotions
- developing caring and concern for others
- establishing positive relationships
- making responsible decisions, and
- managing challenging situations constructively and ethically.

## STUDENTS, PARENTS AND GUARDIANS

At home:

- Establish routines to help the scholar be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health Let's Stay Connected Hotline @ 713-556-1340
- Submit secure and anonymous safety concerns using the Sandy Hook Hotline 1(844)572-9669  
<http://www.saysomething.net/>
- Utilize resources and tools via <https://www.houstonisd.org/sel#>

SEL supports include resources and trainings on various topics such as:

- Weekly Webinars based on current SEL and Mental Health topics
- How to effectively utilize SEL resources at home to provide hands on tools to support scholars
- Understanding the reasons that may cause a scholar to display challenging behaviors, adjustment problems, and offer various options and solutions to effectively respond to the behavior
- Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts

- Effective parenting for scholars experiencing trauma:
  - Identifying patterns of behavior and reactions that do not seem to “fit” the situation (triggers)
  - What distracts your scholar, makes him or her anxious, or results in negative behavior?
  - Help your scholar avoid situations that trigger trauma
- COVID19 may be a shared (collective) trauma for scholars and parents
- Visit <https://www.houstonisd.org/sel#> for SEL parent resources

## TEACHER

### SEL Support:

- Trainings and supports for Integrating SEL into Academics
- Access to district wide virtual platform SEL curriculum (RethinkED)
- Self-guided training library via the HUB
- Deliver workshops on Cultural Sensitivity, De-escalation, Self-Regulation, Social Awareness, Problem Solving, Conflict Resolution, Cyberbullying, Relationship Building, and Trauma
- SEL Coordinator support with implementing SEL programming and effective classroom management across all platforms
- Troubleshoot specific Tiers II & III behavioral concerns
- Offer Professional Learning Community (PLC) on targeted needs
- Assess alignment of SEL competencies and effectiveness of interventions
- Incorporate Self Care and Mindfulness for teachers
- Monitor and reinforce Trauma Informed Practices to build capacity and measure behavior outcomes by focusing on needs of each student

Inquiries [HISDSEL@houstonisd.org](mailto:HISDSEL@houstonisd.org)

## LEADERSHIP TEAM

- Check-in with campus-based crisis team for suicide, threat assessments, and safety concerns
- Facilitate trainings:
  - TOTs (Trauma Informed/Responsive Practices, De-escalation, Restorative Discipline, Integrating SEL into Academics)
  - CHAMPS
  - Mental Health First Aid to identify, understand, and respond to mental health and substance issues

- Student Discipline Management (TEC Chapter 37 and HISD *Code of Student Conduct*)
- Cultural Sensitivity
- Campus Behavior Coordinator modules
- Collaborate with campuses for Bridge Out transitional meetings for students leaving DAEP or other non-traditional educational settings with the goal of creating an individual plan that enables the student to be successful behaviorally and academically in their new setting
- Assist with development of schoolwide behavior management systems to include implementation of progressive discipline management techniques and positive behavioral interventions and supports
- Check-in with scholars with identified instructional or behavioral/emotional supports
- Consult with behavior staff to develop tiered interventions and groups for scholars
- Use the SEL OneSource website to access and capture the following information:
  - HISD SEL Crisis Protocol
  - Sandy Hook referral process (Say Something Anonymous Reporting)
  - Parent consent and communication
  - Code of Student Conduct
  - TEC Chapter 37

## WRAPAROUND SERVICES

- The Wraparound Services Department connects students and their families with community-resources that address the non-academic challenges that students face which ultimately impact their ability to learn.
- For the 2020-2021 school year, the Wraparound Resource Specialist role will be added to 70 additional campuses; meaning that this position will exist full-time at 210 of the district's 280 campuses. By the 2021-2022 school year, every HISD campus should have a full-time Wraparound Specialist.
- Wraparound Resource Specialists will use a data-based approach to identify students in need, and to connect them to the appropriate non-academic supports that address critical issues such as mental health and physical needs, food insecurity, lack of stable housing, violence, incarceration of a parent, legal and crisis support and many other challenges that can have adverse effects on a student's readiness and ability to learn.
- Wraparound Resource Specialists will build partnerships between their campuses and resources available in their local communities, helping to leverage partnerships to meet the unique needs of HISD campuses.
- Wraparound Resources Specialists will work collaboratively with school leadership, counselors, nurses and teachers to ensure that students and families with the greatest needs are being properly connected to resources that will enhance their academic outcomes.

- Wraparound specialists will also assist students and families that campuses are having difficulty locating
- Wraparound specialists will collaborate with the Student Assistance department (homeless/foster care/residential) to provide additional layered support to such student groups.
- Wraparound specialists will work closely with the Strategic Partnerships department to ensure that additional community resources are made available.
- Additional information and a directory of all wraparound specialist can be found at [www.houstonisd.org/wraparound](http://www.houstonisd.org/wraparound)

## FAMILY ENGAGEMENT

- Parent University provides parents with training and supports to help support the education of their children, providing an introduction to district programs, community resources, and parent engagement strategies.
- For the 2020-2021 school year, Parent University will be a virtual experience, ensuring that students and families have access to up-to-date information as HISD navigates the COVID-19 epidemic. Session dates are to be announced shortly at [www.houstonisd.org/parentuniversity](http://www.houstonisd.org/parentuniversity).
- Parent University sessions have covered topics such as: Social and Emotional Learning Supports, Special Education, Applying to College and Financial Aid, Navigating HISD School Choice and more. This year, we will focus on these topics and additional issues that become relevant in the era of COVID-19 and supporting your child in school during this new normal
- The FACE department will continue to support PTOs and PTAs through virtual format. In addition, the superintendent shall conduct virtual meetings with parent leaders across the district.
- The FACE department will provide training to families and campus based staff on effective digital parent engagement strategies.
- For questions or additional support please contact [face@houstonisd.org](mailto:face@houstonisd.org)

## ACADEMIC & COLLEGE/CAREER COUNSELING

- Virtual webinars on various topics related to academic and college/career counseling will be offered throughout the year. Dates and information will be accessible at [www.houstonisd.org/collegereadiness](http://www.houstonisd.org/collegereadiness)
- College & Career counselors will continue to reach out directly to students and families to assist them through postsecondary plans, including financial aid and postsecondary transition.

- Monthly training will be provided to campus-based staff on various elements related to academic and college/career counseling.
- Virtual college tours will take place to provide students with exposure to postsecondary options.
- For questions or additional support please contact [djohnsto@houstonisd.org](mailto:djohnsto@houstonisd.org)

# ATHLETICS

## REMOTE LEARNING GUIDELINES FOR ATHLETES:

Houston Independent School District (HISD) Athletes will be allowed to participate in University Interscholastic League (UIL) Athletics and Activities if they decide to participate in remote learning for the Fall 2020 semester.

## STUDENTS EXPECTATIONS

- Must have a 2020 physical examination
- Payment of HISD Insurance or completed Insurance Waiver Form
- Parent Approval and Medical Authorization Form
- UIL Acknowledgement of Rules Form
- Concussion Acknowledgement Parent Signature Form
- Sudden Cardiac Arrest Awareness Form
- Media Release Form
- Must have a Previous Athletic Participation Form (PAPF) – for incoming 9th graders or students new to an athletic program only
- Meet all TEA/UIL Eligibility Requirements
- Must attend practices set by the coach of their sport or activity

## PARENT EXPECTATIONS

- To ensure all required paperwork is completed and turned in for their student athlete(s)
- Ensure student athletes are eligible to compete in UIL athletics and/or activities
- Parents will be required to transport student athlete(s) to and from practices

## GRADING POLICY

Students enrolled in remote instruction follow the same grading guidelines as in-person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models.

Courses taken as Dual Credit or Dual Enrollment will be subject to the grading policies of the Institution of Higher Education (IHE) issuing the college credit.

Grades will be taken during each grading cycle of the 2020-2021 school year. All cycle grades will be used in the calculation of the final average for any class. Final exams will be administered for all high school credit courses.

## ATTENDANCE

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent. State law TEC §25.092 and Houston ISD Policy still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Students can engage with their teacher through the following:

- Daily participation in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
- Interaction with teacher via Teams as part of live or small group instruction.
- Students assignment submission via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

Students who have not logged in by the following times will be marked absent:

- Elementary schools - 2:30 p.m
- Middle & K-8 schools – 3:30 p.m
- High schools – 3:30 p.m

This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m of the same day via the HUB. Any absences recorded, but resolved by the student before 11:59 p.m on the same

day, will be reconciled based on login records of the HUB.

If a student is engaged in remote learning and completes the entire week's worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday **only** and counted "absent" for Tuesday-Friday.

## PROFESSIONAL DEVELOPMENT PLAN

Professional development is calendared to include initial and ongoing development opportunities. In addition, professional development will be designed to support staff in internalizing the asynchronous instructional model. To further staff's implementation of asynchronous learning, professional development opportunities will also include support for analyzing and responding to data with the use of instructional materials.

### STUDENTS

These introductory training sessions are to provide entry into the District's learning management system, the HUB, as well as other district resources for instruction and communication. Teachers will utilize these throughout the school year in alignment with the respective courses being taught.

PLATFORM TOPIC	REQUIRED/ OPTIONAL	TIMELINE	DESCRIPTION
Intro to HISD @ H.O.M.E. for Middle and High School Student	All HS and MS Students (Required)	August 2020 and upon entry into District	Learn how to set yourself up for success during HISD @ H.O.M.E. by accessing the HUB, Teams, HISD email, and more. Develop a learning schedule and learn how to stay in touch with your teachers and keep track of your assignments.
Intro HISD @ H.O.M.E. for Elementary Students	All ES Students (Required)	August 2020 and upon entry into District	Learn to access HISD resources such as the HUB, Teams, and HISD Email. Develop a learning plan with the help of your parents.
Using the HUB	All 1-12 grades students (highly encouraged)	August 2020 and upon entry into District	Learn how to use the HISD HUB to submit assignments, navigate courses, and install the HUB app on your phone or other mobile devices.

## PARENTS

The following professional development will encompass introductory training to support synchronous and asynchronous learning. Parents will receive training to support their students as they navigate and utilize the HUB, Houston ISD's Learning Management System (LMS), and other district resources while at home. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

PLATFORM TOPIC	REQUIRED/ OPTIONAL	TIMELINE	DESCRIPTION
Intro to HISD @ H.O.M.E. for Parents	Highly Recommended	August 2020 and upon entry into District	Learn how to best support your learner during HISD @ H.O.M.E. by helping develop a learning schedule, communication plan, how to access district instructional resources and where to locate additional support.
Imagine Learning for Parents	Optional	August 2020 and upon entry into District	Learn about the Imagine Learning Suite that the district uses to supplement learning. Understand how to support students in using the resource and how to read and use the progress reports.

## TEACHERS

The following professional development will encompass introductory training to support asynchronous instruction. Teachers will receive training to navigate and utilize the HUB, Houston ISD's Learning Management System (LMS), and other district resources. This will allow job-embedded training to occur with the Elementary and Secondary Curriculum departments for instructional needs. The timeline indicates the initial date(s) of training and is structured to support teachers in internalizing asynchronous curriculum. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

PLATFORM TOPIC	REQUIRED/ OPTIONAL	TIMELINE	DESCRIPTION
Asynchronous Teaching during HISD @ H.O.M.E.	Required	August 12-14, 2020	Participants will understand and apply district guidelines for attendance and tracking students. In addition, they will learn how to navigate remote classroom best practices by exploring best practices and suggested templates for distance learning including use of the LMS (the HUB), Microsoft Teams, and district Digital Resources. Student login and access support will also be covered.
Authentic Assessment	Optional	August 12-14, 2020	Teachers will be able to learn more about authoring authentic assessment (such as performance tasks and projects), learn how students can input authentic products into the system, and grade them for TEKS mastery.
Collaboration in Google Drive	Optional	August 12-14, 2020	Discover how to use Google Drive and its tools to create and support collaborative work in the classroom. Understand how to provide feedback and gather data from student products in this platform.
Creating Digital Manipulatives	Optional	August 12-14, 2020	Learn how to design and create interactive models that can be used by students.
Creating Engaging Screencasts	Optional	August 12-14, 2020	Discover how to use PowerPoint and other screen recording tools to create engaging student content.
Creating HUB Content	Optional	August 12-14, 2020	Learn how to create interactive learning experiences for students using the HUB's features such as plans, discussion boards, permissions and more.
Digital Checks for Understanding	Optional	August 12-14, 2020	Engage students and gain more formative assessment feedback within a lesson using digital tools such as Kahoot!, Quizziz and more.
HUB - Student Feedback	Optional	August 12-14, 2020	Dive deeper into the HUB's features to increase effective student feedback such as rubrics, peer review and audio/visual feedback.
Imagine Learning Suite	Optional	September 2020	Explore how the Imagine Learning programs can help students develop their content area skills while providing teachers with essential data.

Lead4ward Virtual Instructional Playlist	Optional	August 12-14, 2020	Teachers will be able to integrate Lead4ward virtual instructional playlist strategies to increase student engagement and rigor.
Office 365	Optional	August 12-14, 2020	Become familiar with Office 365 and initial components as Word Online and Forms to support classroom instruction.
Office 365	Optional	August 12-14, 2020	Explore more Office 365 applications to integrate into lessons. Learn how to further integrate assignments into Teams and the HUB.
OnTrack@ H.O.M.E. Beginner	Optional	August 12-14, 2020	Teachers will be able to integrate OnTrack into the Hub, Teams, and know best practices for integration. This will include system and data driven instruction best practice.
OnTrack@ H.O.M.E. Advanced	Optional	August 12-14, 2020	Teachers will be able to integrate OnTrack online assessment into both synchronous & asynchronous instruction models, proctoring options, secure LockDown Browser features, accommodations, etc.
Pear Deck - Introduction	Optional	August 12-14, 2020	Enhance your instruction by providing students multiple interactive checks for understanding within a lesson using Pear Deck with Google Slides or PowerPoint.
Pear Deck - Intermediate	Optional	August 12-14, 2020	Dive deeper into how Pear Deck can facilitate instruction in a remote asynchronous learning environment.
Renaissance @ H.O.M.E.	Optional	August 12-14, 2020	Teachers will be able to learn the new features on the new Renaissance platform, how to assess from home, access key reports to focus on prerequisite skills, and build scaffolds where needed.
Special Populations & ELLs Digital Engagement	Optional	August 12-14, 2020	Teachers will be able to use ELL data (such as Renaissance, TELPAS, etc.) and make connections to plan for virtual sheltered instructional strategies.
Advanced Microsoft Teams for Teachers	Optional	September 2020	Discover how to use some of the more advanced features in Microsoft Teams such as Class Notebooks and how to incorporate third party tools to enhance classroom instruction.

## ADMINISTRATORS & NON-TEACHING CAMPUS STAFF

The following professional development will encompass introductory training to support synchronous and asynchronous learning. Administrators and non-instructional staff will receive training to navigate and utilize district resources to support their work including the HUB, Houston ISD's Learning Management System (LMS). This will allow job-embedded training to occur in conjunction with additional district departments for instructional and logistical needs. The timeline indicates the initial date(s) of training. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

PLATFORM TOPIC	REQUIRED/ OPTIONAL	TIMELINE	DESCRIPTION
Intro to HISD @ H.O.M.E. for Campus Staff	Required	August 12-14, 2020	Learn how to support learning at your campus and use a variety of district resources such as Microsoft Teams and Office 365 to communicate effectively in a virtual environment.
Microsoft Teams for Administrators	Required	August 12-14, 2020	Understand how to create campus team spaces and channels for supporting the work. Locate and integrate appropriate applications for effective communication, data, and feedback. Understand and apply best practices for conducting meetings and live events in Teams.
HUB for Administrators	Required	August 12-14, 2020	Understand and learn how to utilize the admin role in the LMS to support classroom instruction. Locate and understand the various assessment tools available as well as integrated district resources.

## CENTRAL OFFICE

The following professional development will encompass introductory training to support synchronous and asynchronous meeting and learning. Central Office staff will receive training to navigate and utilize district resources to support their work including the HUB, Houston ISD's Learning Management System (LMS). This will allow job-embedded training to occur in conjunction with additional district departments for instructional and logistical needs. The timeline indicates the initial date(s) of training. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

PLATFORM TOPIC	REQUIRED/ OPTIONAL	TIMELINE	DESCRIPTION
Intro HISD @ H.O.M.E. for Central Office	Required		Learn how instruction will be implemented at the campus level during distance learning. Learn how to use and support a variety of district resources such as Microsoft Teams and Office 365 and communicate effectively in a virtual environment.
Delivering Effective PD via Teams	Optional		Learn how to design and facilitate effective online professional development via Microsoft Teams.

## CENTRAL OFFICE LEADERSHIP

The following professional development will encompass introductory training to support synchronous and asynchronous meeting and learning. Central Office Leadership will receive training to navigate and utilize district resources to support their work including the HUB, Houston ISD's Learning Management System (LMS). This will allow job-embedded training to occur in conjunction with additional district departments for instructional and logistical needs. The timeline indicates the initial date(s) of training. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

PLATFORM TOPIC	REQUIRED/ OPTIONAL	TIMELINE	DESCRIPTION
Intro HISD @ H.O.M.E. for Central Office Leadership	Required		Learn how to use Microsoft Teams and the HUB to operate effectively when working remotely.

## DEVICE & HOTSPOT DISTRIBUTION

The district will attempt to provide each family with a computer device and hotspot based on results from the @ Home Technology Access survey. Each campus should distribute all available devices to students with guidance from the HISD School Office. Once campus supplies have been depleted the district will centrally distribute additional devices. Detailed district plan for device distribution with locations and times. Priority distribution will be given to at-risk students.

### STUDENT DEVICE DEPLOYMENT PROCESS FOR NEWLY ENROLLED STUDENTS

Students new to HISD – All students must have a network account to receive a device. Students new to HISD high schools will be issued a PowerUp laptop within 3-5 days of enrollment. Students new to grades K-8 will contact their campus for device availability after 3-5 days of enrollment. The student must log into the laptop while the device is connected to the HISD network.

Students transferring from another HISD school – can be issued a computer device at the time of enrollment, once the previous campus confirms the return of their device. The student must log into the laptop while the device is connected to the HISD network.

### PROCESS FOR STUDENTS WITHDRAWING FROM THE DISTRICT

Any student withdrawing from an HISD school, whether leaving the district, or transferring to another HISD school, must turn in their laptop to the original school. Each campus should develop a student withdrawal process which includes confirming the PowerUp laptop or other computer device has been turned in.

### PROCESS FOR DEVICE SUPPORT

Repairs - If campuses are open and accessible, the campus tech will develop a weekly schedule to support device repairs. Students with damaged laptops will be able to swap their device for a working one during the scheduled repair times. The damaged device will be repaired, cleaned, and returned to campus to be reissued.

Password resets - Student password resets can be accomplished by:

- Calling the HISD Service Desk (713.892.7378)
- Using the password tool on the Parent Portal
- Going to the campus during the weekly support hours

## **HOTSPOTS / INTERNET ACCESS**

The IT department, in conjunction with the School's Office and Finance Department will coordinate the purchase and monthly service charges payments for Hotspots or internet access

## FACILITIES

Facilities will operate in the following manner:

### **Facilities Administration**

- Work with Procurement to ensure practices are followed
- Communicate with renters and modify rental agreements

### **Maintenance and Repairs**

- Address all emergency repairs and work orders
- Check grounds for damages (landscaping, fencing, etc.)
- Provide support as needed

### **Custodial**

- Open and close campuses and facilities, as needed
- Monitor campuses and facilities
- Provide custodial support by cleaning and wiping down high touched surfaces

### **Fleet Maintenance**

Support district needs by maintaining fleet, as needed

## NUTRITION

Under Texas Department of Agriculture (TDA) guidance and instruction and in accordance with superintendent and board approval if needed, nutrition service may provide meals in the following ways

- Meals will be served from inside building, based upon availability
- Curbside meals will be available for student or parent pickup at designated locations on indicated days

All necessary forms of acceptable documentation will be provided to the public prior to the first operating day.

## TRANSPORTATION

Transportation will provide services to the district in the following manner

- Monitor and track conditions of events occurring
- Serve as relief transportation service for students, parents, and all stakeholders
- Serve as delivery of meals in partnership with nutrition services
- Serve as delivery service to IT as relating to needs of students
- Provide transportation to special needs as directed

## APPENDIX A: ADOPTED DIGITAL MATERIALS

An overview of the District's adopted can be [Accessing Online Instructional Materials page](#).

## APPENDIX B: TECHNOLOGY CHECK OUT FORM

District technology equipment will be loaned to the student named below under the following conditions:

- The equipment may only be used for educational purposes. Any other use may result in the loss of loan privileges.
- The equipment may not be used for any inappropriate, unethical, or illegal purposes, to include activities on the Internet, use of email and messaging, and access to digital media and programs. Violations of this policy may result in the loss of loan privileges and/or disciplinary action.
- The equipment and any district-installed software may not be modified in any way. No software can be copied, nor can any unapproved software be installed. Occasionally teachers may direct students to install authorized software packages from the HISD Software Center.
- The student's parent/guardian accepts financial responsibility for any intentional damage to the equipment or damage due to gross negligence. The district may take legal action to recover any unpaid costs of such damage.
- The equipment is the property of Houston ISD. All equipment must be returned to the school or department that issued the equipment or if the student withdraws from school. Equipment not returned as required may be reported to the police as stolen.
- The student will promptly report to the HISD Service Desk (713-892-7378, [servicedesk@houstonisd.org](mailto:servicedesk@houstonisd.org)) if any equipment is lost, stolen, or damaged.

Student Name (print) \_\_\_\_\_ Phone \_\_\_\_\_

Address/City/State/Zip \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student ID \_\_\_\_\_ Grade Level \_\_\_\_\_

School Name \_\_\_\_\_

Equipment Model/Description \_\_\_\_\_

Serial Number \_\_\_\_\_

HISD Asset Tag (if available) \_\_\_\_\_

Accessories issued with equipment (power adapter, carry case, Keyboard, Mouse, etc.)  
\_\_\_\_\_

## APPENDIX C: AT HOME TECHNOLOGY ACCESS SURVEY

[Houston ISD At Home Technology Access Survey](#)

# APPENDIX D: SCHOOL COMMUNICATION TEMPLATE

Elementary School Name

Sample Communication Template

School Hours:

School Phone:

<b>Principal</b>	John Smith	<a href="mailto:SampleEmail@houstonisd.org">SampleEmail@houstonisd.org</a>
COUNSELOR		
<b>Counselor</b>		
STAFF		
<b>Magnet Coordinator</b>		
<b>Instructional Specialist</b>		
TECHNOLOGY		
<b>Technology Customer Service Rep (CSR)</b>		
<b>Campus Instructional Tech (CIT)</b>		

## TECHNOLOGY RESOURCES

### **HISD @ H.O.M.E Website**

The district's website, <https://www.houstonisd.org/HOME> is a comprehensive source of information for home based ongoing mobile education.

### **The HUB (Its Learning): Learning Management System**

<https://houston.itslearning.com> provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

### **Parent/Community Meeting - 1st Monday of each month - Provide Meeting Link**

Ongoing communication will be provided via School Messenger [Download App here](#)

**PLC MEETINGS**  
(This schedule is for campus staff only)

PLC TEAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pre-K		3pm Join Code			
Kinder			3pm Join Code		
1 <sup>st</sup> Grade				3pm Join Code	
2 <sup>nd</sup> Grade	3pm Join Code				
3 <sup>rd</sup> Grade		3pm Join Code			
4 <sup>th</sup> Grade			3pm Join Code		
5 <sup>th</sup> Grade				3pm Join Code	

Faculty Meeting - 3rd Monday of Month - Provide Meeting Link

Middle School Name  
Sample Communication Plan

**School Hours:**

**School Phone:**

<b>Principal</b>	John Smith	Smith.Example@houstonisd.org
<b>Dean of Instruction</b>		
GRADE LEVEL PRINCIPALS		
6 <sup>th</sup> Grade Principal		
7 <sup>th</sup> Grade Principal		
8 <sup>th</sup> Grade Principal		
COUNSELORS		
6 <sup>th</sup> Grade Counselor		
7 <sup>th</sup> Grade Counselor		
8 <sup>th</sup> Grade Counselor		
STAFF		
Magnet Coordinator		
TECHNOLOGY		
Technology Customer Service Rep (CSR)		
Campus Instructional Tech (CIT)		
Librarian		

## TECHNOLOGY RESOURCES

### **HISD @ H.O.M.E Website**

The district's website, <https://www.houstonisd.org/HOME> is a comprehensive source of information for home based ongoing mobile education.

### **The HUB (Its Learning): Learning Management System**

<https://houston.itslearning.com> provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

### **Parent/Community Meeting - 1st Monday of each month - Provide Meeting Link**

Ongoing communication will be provided via School Messenger [Download App here](#)

## PLC MEETINGS

(This schedule is for campus staff only)

PLC TEAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Math		3pm Join Code			
Science			3pm Join Code		
English				3pm Join Code	
Social Studies	3pm Join Code				
Fine Arts		3pm Join Code			
LOTE			3pm Join Code		
CTE				3pm Join Code	

Faculty Meeting - 3rd Monday of Month - [Provide Meeting Link](#)

# High School Name

## Sample Communication Plan

**School Hours:**

**School Phone:**

<b>Principal</b>	John Smith	Smith.Example@houstonisd.org
<b>Dean of Instruction</b>		
GRADE LEVEL DEANS		
<b>Freshman Dean</b>		
<b>Sophomore Dean</b>		
<b>Junior Dean</b>		
<b>Senior Dean</b>		
COUNSELORS		
<b>Freshman Counselor</b>		
<b>Sophomore Counselor</b>		
<b>Junior Counselor</b>		
<b>Senior Counselor</b>		
STAFF		
<b>Magnet Coordinator</b>		
TECHNOLOGY		
<b>Technology Customer Service Rep</b>		
<b>Campus Instructional Tech (CIT)</b>		
<b>Librarian</b>		

## TECHNOLOGY RESOURCES

### **HISD @ H.O.M.E Website**

The district's website, <https://www.houstonisd.org/HOME> is a comprehensive source of information for home based ongoing mobile education.

### **The HUB (Its Learning): Learning Management System**

<https://houston.itslearning.com> provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

### **Parent/Community Meeting - 1st Monday of each month - Provide Meeting Link**

Ongoing communication will be provided via School Messenger [Download App here](#)

## PLC MEETINGS

(This schedule is for campus staff only)

PLC TEAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Math		3pm Join Code			
Science			3pm Join Code		
English				3pm Join Code	
Social Studies	3pm Join Code				
Fine Arts		3pm Join Code			
LOTE			3pm Join Code		
CTE				3pm Join Code	

Faculty Meeting - 3rd Monday of Month - Provide Meeting Link

# APPENDIX E: SAMPLE STUDENT PARENT CONTRACT

## HOUSTON INDEPENDENT SCHOOL DISTRICT

### Remote Learning Contract

Fall 2020

The Houston Independent School District (HISD) is offering students an opportunity to participate in remote learning for the Fall 2020 semester. Remote learning represents an online, non-traditional learning experience in which specific expectations for this option are required. This contract is intended to present to students, parents, and guardians standards expected for participation when opting for remote, online instruction.

### Student Expectations

As a student participating exclusively in remote learning, I am aware that, in addition to the policies and requirements of my school/district, I am expected to comply with the following standards:

- Participate in remote learning for the **remainder of the grading cycle**.
- Adhere to the Houston ISD Student Code of Conduct and Acceptable Use Policy for Electronic Services for Students.
- Participate in each online course daily to maintain the pace including any required interventions.
- Attend mandatory meetings at school as required. Such as orientation, device pickup/drop-off, and testing.
- Complete classwork on time.
- Communicate with teachers and other classmates in a professional manner.
- Ask for help from the teacher as needed.

### Parent and Guardian Expectations

As the parent and/or guardian of a student participating in only remote learning, I am aware that I am expected to support my student's remote learning experience by adhering and complying to the following standards:

- Support my student in participating in remote learning for the remainder **of the grading cycle**.
- Ensure my student has access to necessary resources, equipment, and internet connectivity to participate in all remote learning activities.
- Provide an adequate workspace for my student to work remotely.
- Complete required training.
- Become familiar with student resources and progress for course work.
- Encourage my student to seek assistance and support as needed.

- Communicate with course instructors as needed.
- Ensure student work is completed within the timeframes required by the course instructor.

### **School/District Expectations**

The school and/or district will provide the following support for student and parents/guardians during the remote learning semester:

- Provide assigned academic coursework.
- Access to individualized meetings with a school counselor/administrator to discuss the alignment of the online coursework with student 's graduation requirements.
- Provide opportunities for training and technical support for parents and students.
- Provide access to essential digital platforms to support remote instruction, such as the district's learning management system (the HUB), email, Microsoft Teams, and other productivity suites.
- Evaluate student's 504 Plans or IEPs, to determine if the accommodations and support can be delivered virtually or would have to be modified.

### **Acknowledgment and Understanding**

Students and parents fully understand that academic success is dependent on the student's internal motivation and effort put forth in the class. Students who are not successful will be required to make up credits.

I have read the policies and expectations and agree to this contract. **I also understand that once students enroll in the remote instructional option, they will not be able to return to a face-to-face classroom for the remainder of the semester.**

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Student Signature

Date

---

Parent Signature

Date

## APPENDIX F: DIGITAL TOOLS

CATEGORY	APP	DESCRIPTION	COMPATIBILITY	PRIMARY USER	RECOMMENDED GRADE LEVEL
INTERACTIVE ASSESSMENTS (CFUS)	<a href="#">PeardDeck</a>	You can make Pear Deck Slides within PowerPoint Online or Google Slides. But instead of simply presenting informational slides, Pear Deck makes your slides interactive so every student can respond to your questions or prompts right on their own screens. <b>HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Nearpod.</b>	All devices	Teachers	All
	<a href="#">Kahoot</a>	Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are teacher created multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.	All devices	Teachers	All
	<a href="#">Quizizz</a>	Quizizz allows you to conduct student-paced formative assessments in a fun and engaging way for students of all ages.	All devices	Teachers	All
	<a href="#">Quizlet</a>	Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes.	All devices	Teachers	All
	<a href="#">FlipGrid</a>	Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	All devices	Students	All

COLLABORATION	<a href="#">Google Docs/Drive</a>	G Suite is a suite of cloud productivity and collaboration tools, software and products developed by Google. <b>HISD provides teachers and students access to Google Drive, Docs, Sheets, Slides, and Drawings</b>	All devices	Teachers & Students	All
	<a href="#">Padlet</a>	Create and collaborate via interactive multimedia virtual bulletin boards to create	All devices	Teachers & Students	All
	<a href="#">Office 365</a>	Office 365 provides teachers and students with access to Microsoft's full online productivity suite including OneDrive, Word, Excel, PowerPoint, OneNote, and more	All devices	Teachers & Students	All
	<a href="#">Jamboard</a>	A collaborative, digital whiteboard makes it easy to create without boundaries and share ideas in real time as part of Gsuite. <b>This tool is the district's supported alternative to Ziteboard.</b>	Chromebooks, iOS	Teachers & Students	All
	<a href="#">Microsoft Whiteboard</a>	Microsoft Whiteboard is a digital whiteboard app that allows students and teachers to stay organized, collaborate, and brainstorm together. <b>HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Ziteboard.</b>	Windows, iOS	Teachers & Students	All
INFOGRAPHICS	<a href="#">Google Drawings</a>	Google Drawings allows teachers and students to collaborate and work together in real time to create flowcharts, organizational charts, website wireframes, mind maps, concept maps, and other types of diagrams.	All devices	Teachers & Students	All
	<a href="#">Adobe Spark</a>	Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. <b>HISD provides students and teachers access to premium features</b>	All devices	Teachers & Students	All

	<a href="#">Canva</a>	Canva is a graphic design platform that allows teachers and students to create social media graphics, presentations, posters and other visual content.	All devices	Teachers & Students	All
PRESENTATION	<a href="#">PowerPoint</a>	PowerPoint is a computer program that allows you to create and show slides to support a presentation.	All devices	Teachers & Students	All
	<a href="#">Google Slides</a>	Google Slides is a presentation program included as part of GSuite	All devices	Teachers & Students	All
	<a href="#">Microsoft Sway</a>	Create and share interactive reports, presentations, personal stories, and more directory from Office 365	All devices	Teachers & Students	All
SCREEN CASTING	<a href="#">Screencastify</a>	This screen recording tool allows teachers to record video lessons for students.	Windows, Chromebook	Teachers	All
VIDEO CONFERENCING	<a href="#">Microsoft Teams</a>	Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications.	All devices	Teachers & Students	All
VIDEO CREATION	<a href="#">Adobe Spark</a>	Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. <b>HISD provides students and teachers access to premium features</b>	All devices	Teachers & Students	All
	<a href="#">FlipGrid</a>	Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	All devices	Teachers & Students	All

BUILD WEBSITES	<a href="#">Google Sites</a>	Google Sites allows teacher and students create and publish dynamic webpages	All devices	Teachers & Students	All
	<a href="#">Adobe Spark</a>	Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. HISD provides students and teachers access to premium features	All devices	Teachers & Students	All
DIGITAL BINDERS/NOTEBOOK	<a href="#">OneNote</a>	OneNote allows teachers to create digital notebooks that allow for collaboration between students and teachers.	All devices	Teachers & Students	All
DIGITAL BOOKS CREATOR	<a href="#">Book Creator</a>	Book Creator is a simple tool for creating awesome digital story books. Create your own teaching resources or have your students take the reins.	All devices	Students	ES, MS

## THIS IS A LIST OF NON-TEXTBOOK DIGITAL RESOURCES

CATEGORY	DIGITAL RESOURCES	GRADE LEVELS	SSO	DEPARTMENT SUPPORT
Assessments	OnTrack	All	Yes	Student Assessments
Assessments	Renaissance	All	Yes	Student Assessments
Assessments	MAP Growth			
Courseware	Edgenuity	MS	Yes	Virtual Learning
Courseware	Apex	HS	Yes	Virtual Learning
Courseware	Khan Academy	All	Yes*	College Readiness
Courseware	CK-12		Yes	
Computer Science	Code.org	All	No	Academic Instructional Technology
Digital Literacy	Learning.com	ES, MS	Yes	Academic Instructional Technology
College Readiness	Naviance	HS	Yes	College Readiness
Literacy	Achieve 3000	MS, HS	Yes	Secondary Curriculum
Literacy	SmartyAnts	ES	Yes	Elementary Curriculum
Literacy	NewsELA	ES, MS	Yes	Secondary Curriculum
Literacy	MackinVia	MS, HS	Yes	Secondary Curriculum
Literacy	MyOn	ES	Yes	Elementary Curriculum
Literacy	Imagine Language & Literacy	ES, MS, HS	Yes	Curriculum
Content Library	Discovery Education	All	Yes	Library Services
Content Library	BrainPop	ES, MS	Yes	Special Education

Content Library	BrainPop Jr.	ECC	Yes	Special Education
Content Library	Learn 360	All	Yes	Library Services
Content Library	Flocabulary			
Newspapers	New York Times	All	No	Library Services
Library Reference	Destiny	All	Yes	Library Services
Library Reference	Britannica School			Library Services
Library Reference	Britannica Spanish			Library Services
Library Reference	EBSCO HOST			Library Services
Library Reference	eSebco			Library Services
Library Reference	GALE			Library Services
Library Reference	SIRS Discovery			Library Services
Library Reference	World Book Online			Library Services
Library Reference	ABC Clio			Library Services
Science	Gizmos	MS, HS	Yes	Secondary Curriculum
STEM	Jason Learning	ES, MS, HS	Yes	Academic Instructional Technology
Social Studies	DBQ Online	HS	Yes	Secondary Curriculum
Social Studies				
Math	Imagine Math	ES, MS, HS	Yes	Curriculum
GT	Renzulli Learning	ES, MS, HS	Yes	Gifted and Talented

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of School Offices  
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF CONTRACT RENEWAL BETWEEN MEYERLAND PERFORMING AND VISUAL ARTS MIDDLE SCHOOL AND HARRIS COUNTY PROTECTIVE SERVICES FOR CHILDREN AND ADULTS FOR THE COMMUNITY YOUTH SERVICES PROGRAM**

This agenda item seeks Board of Education approval to renew a contract with Harris County Protective Services for Children and Adults (HCPSCA) for continuation of the Community Youth Services (CYS) program.

CYS is intended to improve the lives of youth and their families through advocacy, education, and personal empowerment. One youth services specialist will be provided to Meyerland Performing and Visuals Arts Middle School (MS). This specialist will provide crisis counseling and consultation to students and families; respond to appropriate referrals from the Texas Department of Family and Protective Services; assist families in voluntary facility placements outside of the home; provide resources information to district personnel concerning services for students and families; provide referrals to appropriate county services; serve as a liaison among HCPSCA, the Harris County Juvenile Probation Department, and the district; attend CYS unit, division, or agency meetings deemed necessary by HCPSCA and/or the district; attend training functions, orientation, or other meetings that are deemed necessary by HCPSC and/or the district; provide additional counseling and social services deemed necessary for the best interest of the family by HCPSCA and/or the district; and keep, manage, and organize all reports, information, records, and other written materials necessary for the program.

**COST/FUNDING SOURCE(S):** The total cost for this program is not expected to exceed \$41,088.00, to be funded by General School Funds.

Business Area (GF1, SR1, ETC)	Fund	Funds Center (Org#-1A- Project)	Functional Area	Internal Order/ Work Breakdown Structure	Amount
General School Funds	1991010001	1013055000	PS31990000000000	N/A	\$41,088.00

**STAFFING IMPLICATIONS:** None

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all four 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 renewal of a contract between Meyerland Performing and Visual Arts MS and HCPSCA for the CYS program, effective September 11, 2020.

## EXECUTIVE SUMMARY

### Board Agenda Item

**BOE Meeting: September 10, 2020**

**Board Item:** Approval of Contract with Harris County Community Youth Service program (CYS)

**Rationale and Framing Context:**

- The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves a contract with the Harris County Community Youth Services program, a body corporate and politic under the law of the State of Texas, on behalf of Harris County Protective Service for Children and Adults (HCPSCA). During the term of this agreement, HCPSCA shall provide services for one year for the following purposes:
- Meyerland Performing and Visual Arts Middle School (MS) will be using the services of HCPSCA to provide crisis counseling and consultation to students and families.
- HCPSCA services will provide follow up to appropriate referrals from the Texas Department of Family and Protective Services and the Youth Service Center.
- In addition, HCPSCA will provide counseling and social services support deemed necessary by HCPSCA and/ or HISD. It will also conduct home visits when it is deemed necessary for the best interest of the family.
- A copy of each campus' contract will be on file with Board Services once approved.

**Cost/Funding Source:** The total cost for this program for Meyerland Performing and Visual Arts MS is not to exceed \$41,088.00 and will be funded by the school's budget.

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Strategy and Innovation  
Rick Cruz, Chief Strategy and Innovation Officer

**SUBJECT: CONSIDER AND TAKE POSSIBLE ACTION TO APPROVE THE FORMATION OF A LOCAL INNOVATION PLAN COMMITTEE TO DRAFT A LOCAL INNOVATION PLAN**

The Board of Education is asked to consider an action to approve the formation of a Local Innovation Plan Committee to develop a local innovation plan.

The Houston Independent School District (HISD) Board of Education voted on May 14, 2020, to approve a resolution to initiate the process of becoming a District of Innovation, and on May 28, 2020, the Board of Education held a public hearing as required by Texas Education Code (TEC) 12A.002(a).

This item permits the Board of Education and interim superintendent to begin the process of appointing committee members who will be responsible for drafting the local innovation plan as described in TEC 12A.002(b)(2) and TEC 12A.003. The members selected to serve on this committee will be approved by the Board of Education at a future board meeting.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the formation of a Local Innovation Plan Committee to draft a Local Innovation Plan, effective September 11, 2020.

# Consider and Take Possible Action to Approve the Formation of a Local Innovation Plan Committee to Draft a District of Innovation Plan—Explanatory Sheet

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## BACKGROUND:

From the Texas Association of School Boards (TASB):

At the conclusion of the public hearing on District of Innovation or soon thereafter, the board may:

- Decline to pursue the designation as a District of Innovation; or
- Appoint a committee to develop a plan.

The membership of the committee is not specified in statute, but as a practical matter, the members of the committee must be able to write a comprehensive plan with the specified elements, clearly articulate the innovative purpose of the plan, and persuade the school community of the value of the plan.

The resolution passed by the Board of Education on May 14, 2020, specified that the Innovation Plan Committee would be comprised of 15 total members, including one appointed by each trustee of the Board of Education and six members appointed by the superintendent. This item would permit HISD Board of Education trustees and the superintendent to appoint their respective board members to the committee.

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Strategy and Innovation  
Rick Cruz, Chief Strategy and Innovation Officer

**SUBJECT: APPROVAL TO ADOPT TEXAS EDUCATION AGENCY INNOVATIVE COURSES FOR USE IN CAREER AND TECHNICAL EDUCATION PROGRAMS**

The Career Readiness Department is requesting approval from the Houston Independent School District (HISD) Board of Education to adopt innovative courses approved by the Texas Education Agency (TEA).

Innovative Courses and Programs allow districts to offer state-approved innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum (Texas Administrative Code, [Section 74.27](#)). The State Board of Education (SBOE) may approve any course that does not fall within any of the subject areas listed in the foundation and enrichment curricula. With the approval of the local board of education, school districts and charter schools may offer any state-approved innovative course for state elective credit.

TEA Innovative Courses requested for approval include (course name and credit):

- Advanced Cloud Computing (1)
- Advanced Legal Systems and Professions (1)
- Advanced User Experience (UX) Design (1)
- Advanced Video Game Programming (1)
- Agricultural Leadership, Research, and Communications (1)
- Applied Nutrition and Dietetics (1)
- Assistive Technology (1)
- Basic Fluid Power (1)
- Blueprint Reading for Manufacturing Applications (1)
- Child Development Associate (CDA) Foundations (1)
- Communication and Technology in Education (1)
- Computer Aided Drafting for Architecture (1)
- Cyber Citizenship (1)
- Dimensions of Diplomacy (1)
- Entrepreneurship II (1)
- Fiber Optic Technician (1)
- Foundations of Court Reporting (1)
- Foundations of Restaurant Management (1)
- Foundations of User Experience (UX) (1)
- Fundamentals of Real Estate (2)
- Introduction to C# Programming Applications (1)

- Introduction to Dental Science (1)
- Introduction to Event and Meeting Planning (1)
- Introduction to Film Interpretation of Weldments (1)
- Introduction to Imaging Technology (1)
- Introduction to Industrial Maintenance (1)
- Introduction to Pharmacy Science (1)
- Kinesiology I (1)
- Marketing (1)
- Parenting Education I (1)
- Parenting Education II (1)
- Pipefitting Technology I (1)
- Pipefitting Technology I (1)
- Pipefitting Technology II (1)
- Pipefitting Technology II Lab (1)
- Principles of Allied Health (1)
- Principles of Community Services (1)
- Principles of Diagnostic Healthcare (1)
- Principles of Exercise Science and Wellness (1)
- Principles of Health Informatics (1)
- Principles of Nursing Science (1)
- Principles of Therapeutic HealthCare (1)
- Programmable Logic Controller I (1)
- Retail Management (1)
- Sheet Metal Technology (1)
- Student to Industry Connection Career Development (1)
- Topographical Drafting (1)
- Tourism Marketing Concepts and Applications (1)
- Video Game Programming (1)

COST/FUNDING SOURCE(S):               None

STAFFING IMPLICATIONS:               None

ORGANIZATIONAL GOALS/IMPACT:   This agenda item supports all four 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 adoption of TEA Innovative Courses for use in Career and Technical Education programs, effective September 11, 2020.

# Approval to Adopt Texas Education Agency (TEA) Innovative Courses for Use In Career & Technical Education (CTE) Programs – Explanatory Sheet

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**HISTORY:**

This item allows the Houston Independent School District (HISD) to offer state-approved innovative courses that enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills (TEKS) of the required curriculum. With the approval of the HISD Board of Education, the district can offer any of the state-approved innovative courses on the list for state elective credit only.

HISD brings forth a list of these courses to the board for approval on an annual basis. Once these courses are approved, campuses which have CTE programs aligned to these courses have the option to offer them as a part of their master schedule.

**OBJECTIVES:**

- To provide HISD students with innovative course options that further their learning opportunities in specific career pathways.
- To increase the number of students successfully completing Career and Technical Education course sequences.

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Finance  
Glenn Reed, 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 four 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 September 11, 2020.

**Approval of Purchases Over \$100,000**  
**Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	20-04-08 – RFP / Fire Sprinkler Protection Systems: Inspection, Testing and Repair Services – (Browder) – (COO)
<b>Project Description</b>	The purpose of this contract is to obtain fire protection sprinkler systems inspection, testing, and repair services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$2,400,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	43/2
<b>Project Term</b>	The contract term is from September 11, 2020, through September 10, 2021, with four annual renewals, not to extend beyond September 10, 2025.
<b>Amount not to Exceed (Project Term)</b>	\$2,400,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Brigade Fire Solutions, LLC	C-D	T
Cintas Corporation No. 2	C-D	H

**Approval of Cooperative Purchases Over \$100,000**  
**Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-07-04-01 Health Science Equipment and Supplies (Contreras) – (CSIO)
<b>Project Description</b>	The purpose of this cooperative contract is to obtain medical supplies, equipment, and other related items for the Future Health Professionals and Health Science Program. Based on annual appropriations, the projected expenditure is not to exceed \$620,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 620-10 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is September 11, 2020, through May 31, 2021, with two annual renewals, if BuyBoard executes its contract renewal options, not to extend beyond May 31, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$620,000

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

<b>Recommended Vendor(s) for Approval</b>		
Name	M/WBE Commitment	Location
AED 123, LLC	-	T
HeartSafe America, Inc.	-	T
Henry Schein, INC.	-	OT
Tactical Medical Solutions, LLC	-	OT

**Approval of Cooperative Purchase Over \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-07-08-02 Cooperative / Network and Data Center Co-location – (Teer) – (CIO)
<b>Project Description</b>	The purpose of this contract is to purchase data center services from a carrier-neutral data center (CNDC) within or near the district. Based on annual appropriations, the projected expenditure is not to exceed \$1,200,000 for the duration of the contract. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative contract number DIR-TSO-4072 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through February 8, 2021, with two annual renewals, if DIR executes its contract renewal options, not to extend beyond February 8, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$1,200,000

<b>Budget Information</b>					
Fund	1993000000	Fund	1993000000	Fund	Various Schools and/or Departments
Cost Center	1050808000	Cost Center	1090800002 (Districtwide Schools)	Cost Center	
Functional Area	AD53990000000000	Functional Area	AD53990000000000	Functional Area	
General Ledger	6299000000	General Ledger	6299000000	General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Evolve Holdings, Inc.	-	H

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-08-04-23 Cooperative / Automated Callout System – (Teer) – (CIO)
<b>Project Description</b>	The purpose of this contract is to renew the software subscription to SchoolMessenger, an automated callout notification system used districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$969,000 for the duration of the contract. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative contract number 200105 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFX's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through May 31, 2023, with no remaining renewals.
<b>Amount not to Exceed (Project Term)</b>	\$969,000

<b>Budget Information</b>		
Fund	1993000000	Fund
Cost Center	1050808000	Cost Center
Functional Area	AD53990000000000	Functional Area
General Ledger	6249000000 (or 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>
Intrado Interactive Services Corporation	-	O

**Approval of Cooperative Purchase Under \$100,000**  
**Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-08-01-43 – Cooperative / BestMarc Subscription and Related Services (Ly) – (CIO)
<b>Project Description</b>	The purpose of this contract is to purchase a subscription and related goods and services for BestMarc, a database used to support library services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$20,000 for the duration of the contract. This is a cooperative agreement with the Region 3 Education Service Center Regional Purchasing Cooperative utilizing contract number 04-251-20 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through July 31, 2021, with no remaining renewals.
<b>Amount not to Exceed (Project Term)</b>	\$20,000

<b>Budget Information</b>			
Fund	1993000000	Fund	Fund
Cost Center	1050808000	Cost Center	Cost Center
Functional Area	AD5399000000000000	Functional Area	Functional Area
General Ledger	6249000000	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>
Mitinet, Inc.	-	O

**Approval of Cooperative Purchase Under \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-08-06-23 Future Farmers of America (FFA) Equipment and Supplies (Contreras) – (CSIO)
<b>Project Description</b>	The purpose of this cooperative contract is to obtain farming supplies, equipment, and other related items for the FFA. Based on annual appropriations, the projected expenditure is not to exceed \$75,000 for the duration of the contract. This is a cooperative agreement with TIPS utilizing cooperative contract number 200501 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through July 31, 2023, with one annual renewal, if TIPS executes its contract renewal options, not to extend beyond July 31, 2024.
<b>Amount not to Exceed (Project Term)</b>	\$75,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Bailey Bark Materials Inc	-	T
Kaduceus Holdings Inc	-	H
Nasco Education LLC	-	OT
Priefert Mfg Co Inc	-	T
Realityworks Inc	-	OT
W W Livestock Systems W W Manufacturing Co Inc	-	OT

**Approval of Interlocal Purchases Over \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-07-05-48 – Interlocal / Instructional Differentiation for Gifted Learners - (Bellard) (CAO)
<b>Project Description</b>	The purpose of this interlocal contract is to provide documented instructional differentiation for gifted learners. Based on annual appropriations, the projected expenditure is not to exceed \$800,000 for the duration of the contract. This is an interlocal agreement with the Central Texas Purchasing Alliance (CTPA)/San Antonio Independent School District in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is September 11, 2020, through June 22, 2021.
<b>Amount not to Exceed (Project Term)</b>	\$800,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Renzulli Learning, LLC	-	H

**Approval of Interlocal Purchase Over \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-07-10-48 – Interlocal / Learning Disabilities, Evaluation Materials, and Support Services – (May) – (CAO)
<b>Project Description</b>	The purpose of this contract is to purchase an online intervention resource for students that provides explicit phonics instruction for the Special Education Department. Based on annual appropriations, the projected expenditure is not to exceed \$100,000 for the duration of the contract. This is an interlocal agreement with the CTPA/Frisco Independent School District utilizing contract number RFP 002-2020-09 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through September 10, 2021.
<b>Amount not to Exceed (Project Term)</b>	\$100,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Nessy Learning LLC	-	O

**Approval of Interlocal Purchase Over \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-08-07-48 – Interlocal / Montessori Curriculum, Supplies, Services, and Related Items (Williams) (CAO)
<b>Project Description</b>	The purpose of this interlocal contract is to obtain Montessori supplies, services, and other related items for the Academics Department. Based on annual appropriations, the projected expenditure is not to exceed \$1,000,000 for the duration of the contract. This is an interlocal agreement with the CTPA/Fort Worth Independent School District (FWISD) in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through September 10, 2021, with three annual renewals, if CTPA executes its contract renewal options, not to extend beyond September 30, 2024.
<b>Amount not to Exceed (Project Term)</b>	\$1,000,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name:</b>	<b>M/WBE Commitment</b>	<b>Location</b>
ECT Montessori	-	X

**Approval of Interlocal Purchase Over \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-08-08-48 – Interlocal / Business Intelligence Software Development – (Contreras) – (CFO)
<b>Project Description</b>	The purpose of this contract is to purchase 5sight software which leverages pre-built datasets from several sources (Texas Education Agency) as well as Houston Independent School District (HISD) data to produce custom analytics for HISD Finance, Human Resources, and Academics (Research & Accountability) departments. Based on annual appropriations, the projected expenditure is not to exceed \$120,000 for the duration of the contract. This is an interlocal agreement with the CTPA/FWISD in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is from September 11, 2020, through September 3, 2021, with three annual renewals, if FWISD executes its contract renewal options, not to extend beyond September 3, 2024.
<b>Amount not to Exceed (Project Term)</b>	\$120,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Forecast5 Analytics, Inc.	-	OT

**Approval of Cooperative Purchases Over \$100,000  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	21-08-11-01 Online Curriculum, Assessment; Supplies and Services (Scherer) – (CSIO)
<b>Project Description</b>	The purpose of this cooperative contract is to obtain web-based curriculum and certifications for Career and Technical Education (CTE) programs of study. Based on annual appropriations, the projected expenditure is not to exceed \$600,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 607-20 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term will be September 11, 2020, through March 31, 2021, with two annual renewals, if BuyBoard executes its contract renewal options, not to extend beyond March 31, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$600,000

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

<b>Recommended Vendor(s) for Approval</b>		
Name	M/WBE Commitment	Location
CEV Multimedia, LTD	-	T

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	20-06-09-02 – Cooperative / T-Mobile Wireless Services (Teer) – (CIO) NTE Increase & Term Extension
<b>Project Description</b>	This contract was originally approved by the Board of Education on August 13, 2020. The purpose of this amendment is to ratify expenditures, modify the contract term, and request an increase to the spending limit authorization for the purchase of wireless devices and related products and services for use by students and staff districtwide to support student learning and business operations, as needed. Based on annual appropriations, the projected expenditure is not to exceed \$5,000,000 for the duration of the contract. This is a cooperative agreement with the Texas DIR utilizing cooperative contract number DIR-TSO-3416 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/Received</b>	N/A
<b>Project Term</b>	The contract term is from July 30, 2020, through May 3, 2021, with no remaining renewals.
<b>Amount not to Exceed (Project Term)</b>	\$5,000,000

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name:</b>	<b>M/WBE Commitment</b>	<b>Location</b>
T-Mobile USA, Inc.	-	O

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	19-04-28-01 – Cooperative / Instructional Materials, Classroom Teaching Supplies and Equipment – (Bellard) (CAO) – Vendor Name Change
<b>Project Description</b>	This contract was originally approved by the Board of Education on August 8, 2019. The purpose of this contract amendment is to change the name of an awarded vendor. Oakwood Solutions, LLC, changed its business name to Oakwood Solutions dba Conover Company. The purpose of this contract is to obtain instructional materials, products, and services, including but not limited to special-education materials, technology equipment, supplies, professional development services, and a full line of related districtwide general classroom supplies and equipment for the Academics Department. The district applied the "Best Value" process in selecting the vendors 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>	N/A
<b>Project Term</b>	The original contract term was from April 12, 2019, through June 30, 2019, with three annual renewals, not to extend beyond June 30, 2022.
<b>Amount not to Exceed (Project Term)</b>	N/A

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

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Oakwood Solutions LLC dba Conover Company	-	OT

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	20-01-04 – RFP / Dairy Products – (Alatorre) – (CFO) Vendor Name Change
<b>Project Description</b>	This contract was originally approved by the Board of Education on April 9, 2020. The purpose of this contract amendment is to change the name of the awarded vendor through a contract reassignment approval. Dean Foods Company dba Oak Farms Dairy dba Southern Foods Group, LLC, has changed its business name to DFA Dairy Brands Corporate, LLC dba Oak Farms Dairy Houston. The purpose of this contract is to obtain dairy products for Nutrition Services. The district applied the "Best Value" process in selecting the vendors 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>	N/A
<b>Project Term</b>	The contract term is from April 10, 2020, through June 30, 2020, with three annual renewals, not to extend beyond June 30, 2023.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Budget Information</b>			
Fund	2400100000	Fund	Various Schools and/or Departments
Cost Center	5140832000	Cost Center	
Functional Area	AD35990000000000	Functional Area	
General Ledger	6399000000	General Ledger	
I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
DFA Dairy Brands Corporate, LLC dba Oak Farms Dairy Houston	-	H

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	09-12-01 – Full-Service Beverage Vending – (Porter) – (CAO) Term Extension
<b>Project Description</b>	The contract was originally approved by the Board of Education on June 11, 2015. The purpose of this contract amendment is to execute an extension to continue the purchase of beverages for campuses districtwide, with no additional increase in funding. Based on annual appropriations the projected cost is not to exceed the previously approved amount for the duration of the contract. The district applied the "Best Value" process in selecting the suppliers 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>	N/A
<b>Project Term</b>	The amended contract term is from September 10, 2020, through December 10, 2020.
<b>Amount not to Exceed (Project Term)</b>	N/A

<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>
Coca-Cola Refreshments USA, Inc. dba Houston Coca-Cola Bottling Company	-	O

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	16-01-04 – RFP / Kitchen & Production Equipment – (Carroll-Johnson) – (COO) Term Extension
<b>Project Description</b>	This contract was originally approved by the Board of Education on August 11, 2016. The purpose of this contract amendment is to execute an extension for the purchase of kitchen and production equipment. Based on annual appropriations, the projected expenditure is not to exceed the previously approved amount 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, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx’s Viewed/ Received</b>	N/A
<b>Project Term</b>	The amended contract term is from September 10, 2020, through December 10, 2020.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Budget Information</b>					
Fund	7010010000	Fund	7010010000	Fund	Various Schools and/or Departments
Cost Center	5140832000	Cost Center	5140832000	Cost Center	
Functional Area	AD35990000000000	Functional Area	AD35990000000000	Functional Area	
General Ledger	6639000000	General Ledger	6649000000	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>
City Supply Co, Inc.	C-D	H
Edward Don & Co.	C-2%	T
Pasco Brokerage, Inc.	A-100%	T
Southwest Texas Equipment Distributors dba: Mission Restaurant Supply	C-0%	T

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	16-06-05-04 – Award Jackets, Screen Printing, and Embroidery – (Porter) – (CAO) Term Extension
<b>Project Description</b>	This contract was originally approved by the Board of Education on August 11, 2016. The purpose of this contract amendment is to execute an extension for the acquisition of products and services related to athletic jackets, which includes, but is not limited to, letterman jackets, embroidering, sewing, screen printing, and other related materials and services with no additional increase in funding. Based on annual appropriations the projected cost is not to exceed the previously approved amount for the duration of the contract. The district applied the "Best Value" process in selecting the suppliers 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>	N/A
<b>Project Term</b>	The amended contract term is from September 11, 2020, through December 11, 2020.
<b>Amount not to Exceed (Project Term)</b>	N/A

<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>
Balfour Company	-	H
Butler Business Products, LLC	-	H
Corporate Incentives	-	T
DBS Texas	-	T
J. Harding & Co.	-	H
Marketing Magic International LTD	-	T

**Amendment to Items Approved on a Prior Board Agenda  
Recommended for 9/10/2020 Board Agenda**

<b>Project Information</b>	17-05-07-02 – Cooperative / Information Technology (IT) Products and Related Services – (James) – (CIO) Term Extension
<b>Project Description</b>	The original contract was approved by the Board of Education on June 8, 2017. The purpose of this contract amendment is to execute an extension for services provided with no additional increase in funding for software maintenance, service, and support including, but not limited to, Flexera software packaging applications for computing devices, Solar Winds Orion network monitoring and performance, Veritas NetBackup for datacenter system backups, and Kiwi for centralized monitoring of system and event logs for district servers. This is a cooperative agreement with the Texas DIR utilizing cooperative contract number DIR-TSO-3480 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Viewed/ Received</b>	N/A
<b>Project Term</b>	The contract term is from June 9, 2017, through October 17, 2020, with no remaining renewals.
<b>Amount not to Exceed (Project Term)</b>	N/A

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

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

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Finance  
Glenn Reed, 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 four 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 September 11, 2020.

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Phillips Family Foundation and R. Maynard Holt III	Yates High School (HS)	Payroll	\$50,000.00

The Phillips Family Foundation and Robert Maynard Holt III have donated \$25,000 each to Yates HS for the salary of an existing teacher position to provide instructional services for the OneGoal Program. The OneGoal Program, new to Yates HS for 2020–2021, partners with high schools and colleges in low-income communities to ensure post-secondary planning, preparation, and support as students transition from high school to college/post-secondary pathways. This donation may only be used as specified in the donation letter.

Houston Independent School District (HISD) Foundation on behalf of the Kinder Foundation	Blackshear Elementary School (ES)	Supplies and Materials	\$25,000.00
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The HISD Foundation, on behalf of the Kinder Foundation, has donated \$25,000.00 to Blackshear ES. This donation is in support of the "House" program at Blackshear ES for students in grades 3, 4, and 5. The funding will be used towards the purchase of T-shirts, teacher appreciation items, and teacher and student incentives. The donation may only be used as intended.

HISD Foundation on behalf of Valero Energy Foundation	Deady Middle School (MS)	Technology Resources	\$11,541.00
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The HISD Foundation, on behalf of the Valero Energy Foundation, has donated \$11,541 to Deady MS. This donation is to be used exclusively to fund technology that provides remote access to educational services for students as the district responds to the threat of COVID-19. The donation may only be used as intended.

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Christian Community Service Center (CCSC)	Holland MS	School Supplies and Clothing Voucher	\$34,200.00 In-kind

The CCSC has donated \$30 clothing vouchers from Fiesta Mart for every student enrolled at Holland MS for the 2020–2021 school year. In addition, school supplies will be given to all campus teachers to be distributed to students in need in grades 6–8. The donation may only be used as intended.

Reliant, an NRG Company	Community Partnerships	2020 HISD Educators of the Year Program and School Leadership Welcome Back Event	\$14,392.80 In-kind
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Reliant, an NRG Company, has donated 720 battery chargers valued at \$14,392.80 to the HISD Community Partnerships department. The battery chargers are for the annual HISD Educators of the Year program and the School Leadership Welcome Back event. For the Educators of the Year program, HISD pays tribute to the district's top elementary and secondary teachers of the year during the Educators of the Year banquet. This year's banquet was cancelled due to the coronavirus pandemic. The School Leadership Welcome Back event also took a different form due to the pandemic. This year the three-day event included a car parade celebrating new and returning principals, keynote speaker Robert Jackson, and informative breakout sessions. The district recognized principals and teachers with a prize patrol and/or prize packets in conjunction with these two events. The donation may only be used as intended.

Reliant, an NRG Company	Community Partnerships	HISD Back to School Drive-Thru Event	\$9,479.17 In-kind
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Reliant, an NRG Company, has donated school supplies valued at \$9,479.17 to the HISD Community Partnerships department to be distributed to students across the district at the HISD Back to School Drive-Thru Event. This event is sponsored by the HISD Community Partnerships, Nutrition Services, and Homeless Education departments and will be held at Reliant, NRG stadium. The donation may only be used as intended.

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
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Assistance League® of Houston	Tijerina ES	Supplies and Materials	\$6,780.00 In-kind
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The Assistance League® of Houston has chosen Tijerina ES to receive an in-kind donation valued at \$6,780 of uniforms/clothing or school supplies provided by Operation School Bell®. The school will accept the responsibility for selecting, receiving, and distributing items to the selected students as well as sending documentation of all items received and distributed to the Assistance League®. This donation may only be used as intended.

CCSC	Tijerina ES	Supplies and Materials	\$17,500.00 In-kind
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The CCSC has made an in-kind donation with an estimated value of \$17,500 to Tijerina S. The donation is intended to provide supplies and clothing vouchers to assist up to 350 prekindergarten (pre-K) through fifth-grade students. The CCSC will assist the school in coordinating a delivery time for the designated resources. This donation may only be used as intended.

Knowledge Arts Foundation dba TEACH	HISD	Contracted Services	\$158,250.00 In-kind
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The Knowledge Arts Foundation dba TEACH has made an in-kind donation valued at \$158,250 to HISD to continue support for educators at its 20 current partner schools. TEACH has provided classroom management coaching and training to schools in the district since 2005. In 2017, TEACH became an approved vendor and the contract has been renewed for the past three years. Although TEACH schools pay a fee for the program, the majority of the cost is funded through philanthropic contributions and grants. TEACH understands the budget constraints that the district and schools are facing due to the unforeseen costs incurred by the pandemic. This donation, made possible by supporters, will allow TEACH to provide services to the following schools for the fall 2020 semester: Attucks MS, Baylor College of Medicine Academy at Ryan, Blackshear ES, Codwell ES, Secondary Disciplinary Alternative Education Program (DAEP), East Early College HS, Fondren MS, Garden Oaks K-8, Garden Villas ES, Isaacs ES, MacGregor ES, Mading ES, Mitchell ES, North Forest HS, Reynolds ES, Sterling HS, Thomas MS, Walnut Bend ES, Welch MS, and Wheatley HS. Fall programming will consist of virtual training — including the Teacher In-Service Training — and additional training offered to partner schools throughout the fall semester. It is the goal of TEACH to resume regular programming and invoicing for the spring 2021 semester; however, TEACH intends to evaluate the program based on the state of schools and the pandemic at the time. This donation may only be used as intended.

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

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Hewlett-Packard	Strategic Partnerships/Information Technology (IT) Departments	Technology Resources	\$8,400 In-kind

Hewlett-Packard has made an in-kind donation valued at \$8,400 to the Strategic Partnerships and IT departments. The donation consists of 42 used HP EliteBook 840 G3 computers. This donation may only be used as specified in the donation letter.

**Total Value of Donations: \$335,542.97**

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

Office of Finance  
Glenn Reed, 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 four 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 September 11, 2020.

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

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Hanban	Office of Strategy and Innovation	Confucius Institute and the Confucius Classrooms Program	\$151,441

The Confucius Institute and Confucius Classrooms Program Grant is designed to support sustainable development of the kindergarten (K) – grade 12 Chinese language teaching programs of participating schools throughout the district. The guiding idea of the program is that exposing students to multilingual and multicultural education constitutes an essential element conducive to students' academic and career success. The Houston Independent School District (HISD) has been awarded a continuation grant in the amount of \$151,441 to support the Confucius Institute and Confucius Classrooms program. The grant is for the 2020–2021 academic year. The grant funds may be used for extra-duty pay, professional and contracted services, supplies and materials, other operating costs, and capital outlay. The grant funds may only be used as intended.

Qatar Foundation International (QFI)	Arabic Immersion Magnet School	Support of Arabic Language and Culture Program	\$107,134
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The QFI has awarded a grant in the amount of \$107,134 to the Arabic Immersion Magnet School for the 2020–2021 academic year. The purpose of the grant is to promote the educational mission of the Arabic Immersion Magnet School. The awarded grant will be used for Arabic language instruction, educational activities, and Arabic cultural events for students and the promotion of the Arabic language, community outreach, and curriculum development. The grant period is August 5, 2020, to June 30, 2021. The grant funds may only be used as specified.

Texas Comptroller of Public Accounts	HISD Police Department	Police Officer Professional Development	\$12,575.22
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The State of Texas Comptroller of Public Accounts has awarded \$12,575.22 to the HISD Police Department for training of fulltime law enforcement employees. The funds may be used for training and equipment, registration, lodging, training materials, fees, travel, or other related expenses. These funds are to enhance and expand, not supplant, police training. These funds may only be used as specified.

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

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Harris County Department of Education (HCDE) and the Education Foundation of Harris County	Fine Arts Department	To Purchase Art Kits Across Grade-Levels	\$15,000

A Partners in Education grant, through the HCDE and the Education Foundation of Harris County, was awarded to the Fine Arts Department in the amount of \$15,000. This grant award is to purchase single-use art kits for students to use personally whether in a classroom setting or in an at-home virtual learning environment during the 2020–2021 school year. Having access to art education tools will ensure critical protection against disease spread by eliminating multiple uses between students and to ensure that all students continue to have access to an arts-rich education. This grant may only be used for its intended purpose.

**Total Value of Grants: \$286,150.22**

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of September 10, 2020

**SUBJECT: INVESTMENT REPORT**

Section 2256 of the Government Code requires that the Board-designated investment officers prepare and submit to the Board of Education, not less than quarterly, a written report of investment transactions for all funds covered by the act for the preceding quarter.

The quarterly investment report for the quarter ending June 30, 2020 for fiscal year 2019–2020 contains portfolio composition and maturity schedules for all funds, as well as beginning and ending book and market values for each fund's investments.

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

This report also contains a compliance letter signed by the chief financial officer, the controller, and the treasurer, who have all been designated by the Board of Education as the district's investment officers for the day-to-day management of HISD's cash and investment position.



# QUARTERLY INVESTMENT REPORT

Houston Independent School District  
As of June 30, 2020

# HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE EDUCATION SUPPORT CENTER

4400 WEST 18<sup>th</sup> STREET, HOUSTON, TEXAS 77092

## BOARD OF EDUCATION

(As of June 30, 2020)

**Sue Deigaard**, PRESIDENT

**Wanda Adams**, FIRST VICE PRESIDENT

**Judith Cruz**, SECOND VICE PRESIDENT

**Patricia K. Allen**, SECRETARY

**Daniela Hernandez**, ASSISTANT SECRETARY

**Katherine Blueford-Daniels**

**Elizabeth Santos**

**Anne Sung**

**Holly Maria Flynn Vilaseca**

**Dr. Grenita F. Lathan**

INTERIM SUPERINTENDENT OF SCHOOLS

**Glenn Reed**

CHIEF FINANCIAL OFFICER

**Sherrie H. Robinson**

CONTROLLER

**Rick Fairman**

TREASURER

# FOREWORD

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

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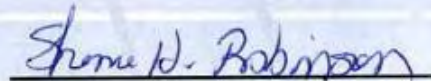
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# COMPLIANCE CERTIFICATION

We hereby certify that the Quarterly Investment Report represents the investment position of the District as of June 30, 2020 and that all investments were purchased in compliance with the Board-approved Cash Management and Investment Policy.



Glenn Reed  
Chief Financial Officer



Sherrie H. Robinson  
Controller



Rick Fairman  
Treasurer

# Quarterly Compliance Review

## As of June 30, 2020

### Houston ISD Compliance Summary

Category	Compliant	Comments
Cash Management & Investment Policy	Yes	Approved by Board of Education on 06/11/2020
Authorized Broker/Dealer List	Yes	Approved by Board of Education on 06/11/2020
Distribution to Brokers/Financial Entities	Yes	Distribution = 25
Investment Officers & Administrators	Yes	Approved by Board of Education 02/13/2020
Training	Yes	Chief Financial Officer, Controller, and Treasurer completed required training during Fiscal Year 2020 including training requirements for Fiscal Year 2021.
Eligibility, gifts & contributions	Yes	Annual contracts and reports maintained by Human Resources
Investments	Yes	As authorized by Public Funds Investment Act and Cash Management & Investment Policy
Standard of care	Yes	Objectives of investment consistently exceeded or met
Collateral pledges	Yes	Minimum required level maintained
Ratings	Yes	As required by Public Funds Investment Act and Cash Management & Investment Policy
Internal Management Reports	Yes	Quarterly Investment Reports approved and retained by Board of Education

# INVESTMENT PRIORITIES

- Houston Independent School District investments are guided by four priorities in declining order of priority:
  - **Safety** Ensuring the return of principle invested, credit risk is minimized by investing in highly rated investments as defined in the District's investment policy and the Public Funds Investment Act.  
  
Monitoring safety factors includes limiting exposure to concentration of credit risk, interest rate risk, and event risk.
  - **Liquidity** Ensuring that funds are available when needed for expenditures.
  - **Public Trust** Maintenance of the public trust as custodians and managers responsible for the investing of funds subject to state and federal laws.
  - **Yield** Attaining a reasonable rate of return in order to further District goals while not taking speculative risks.

**SAFETY**

## RECENT INVESTMENT VEHICLES

### **U.S. Agency Securities**

U.S. Agency securities are purchased directly by the District from investment brokerage firms registered to do business with the District. These securities are purchased in the District's name, cleared through the Federal Reserve Bank system, and held in safekeeping by JPMorgan Chase Bank, NA.

### **U.S. Treasury Securities**

Debt securities issued by the United States Department of the Treasury and purchased through brokers.

### **Municipal Bonds**

Debt securities issued by a state or local government or their agencies.

### **Certificates of Deposit (CDs)**

Certificates of deposit are time deposits issued by commercial banks against funds deposited for specified periods of time usually with fixed interest rates.

### **Lone Star Investment Pool (LSIP)**

The LSIP is a local government investment pool administered by First Public with investment advisory services provided by American Beacon Advisors and Standish Mellon Investment Asset Management.

### **TexPool**

TexPool is a local government investment pool overseen by the State Comptroller's Office and both administered and managed by Federated Investors.

### **TexSTAR**

TexSTAR is a local government investment pool co-administered by Hilltop Securities, Inc., and J. P. Morgan Fleming Investment Management, Inc.

# SAFETY

## ALLOWABLE INVESTMENTS

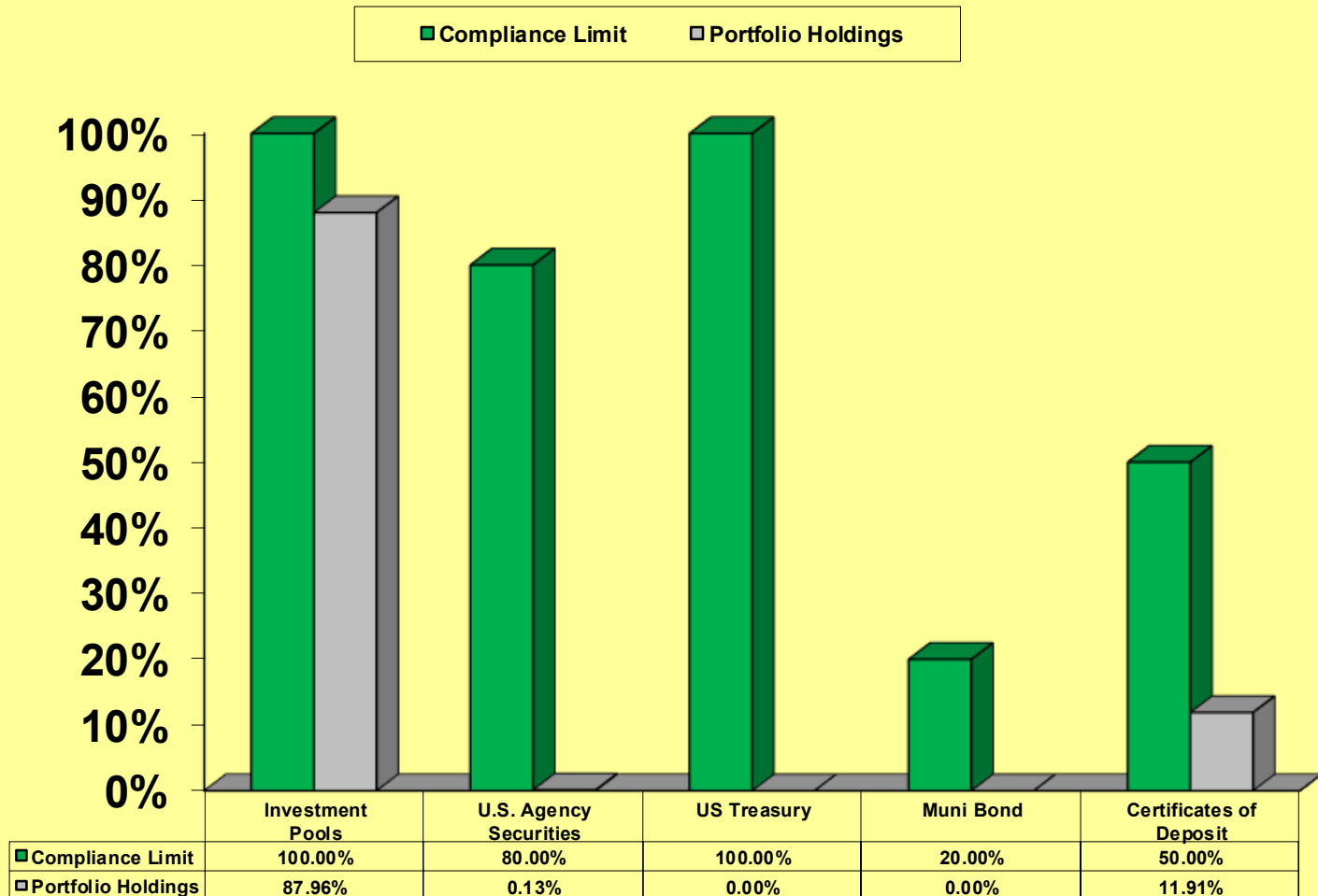
In order to minimize credit risk the District has defined the types of allowable investments in the Cash Management and Investment Policy. The District has additionally placed limits on the percentage of investment types and issuers in order to reduce concentration of credit risk.

<u>INVESTMENT TYPE</u>	<u>DISTRICT LIMIT</u>	<u>ISSUER LIMIT</u>
U.S. Government Securities	100%	100%
Investment Pools *	100%	40%
U.S. Agency Securities	80%	40%
Certificates of Deposit	50%	10%
Commercial Paper	30%	5%
Municipal Securities	20%	5%
Money Market Mutual Funds	15%	5%
Mutual Funds	15%	5%
Corporate Bonds	15%	5%
Repurchase Agreements	8%	8%
Money Market Accounts	7%	7%

\*Investments in any pool additionally will be limited to 25% of the Net Asset Value of the pool.

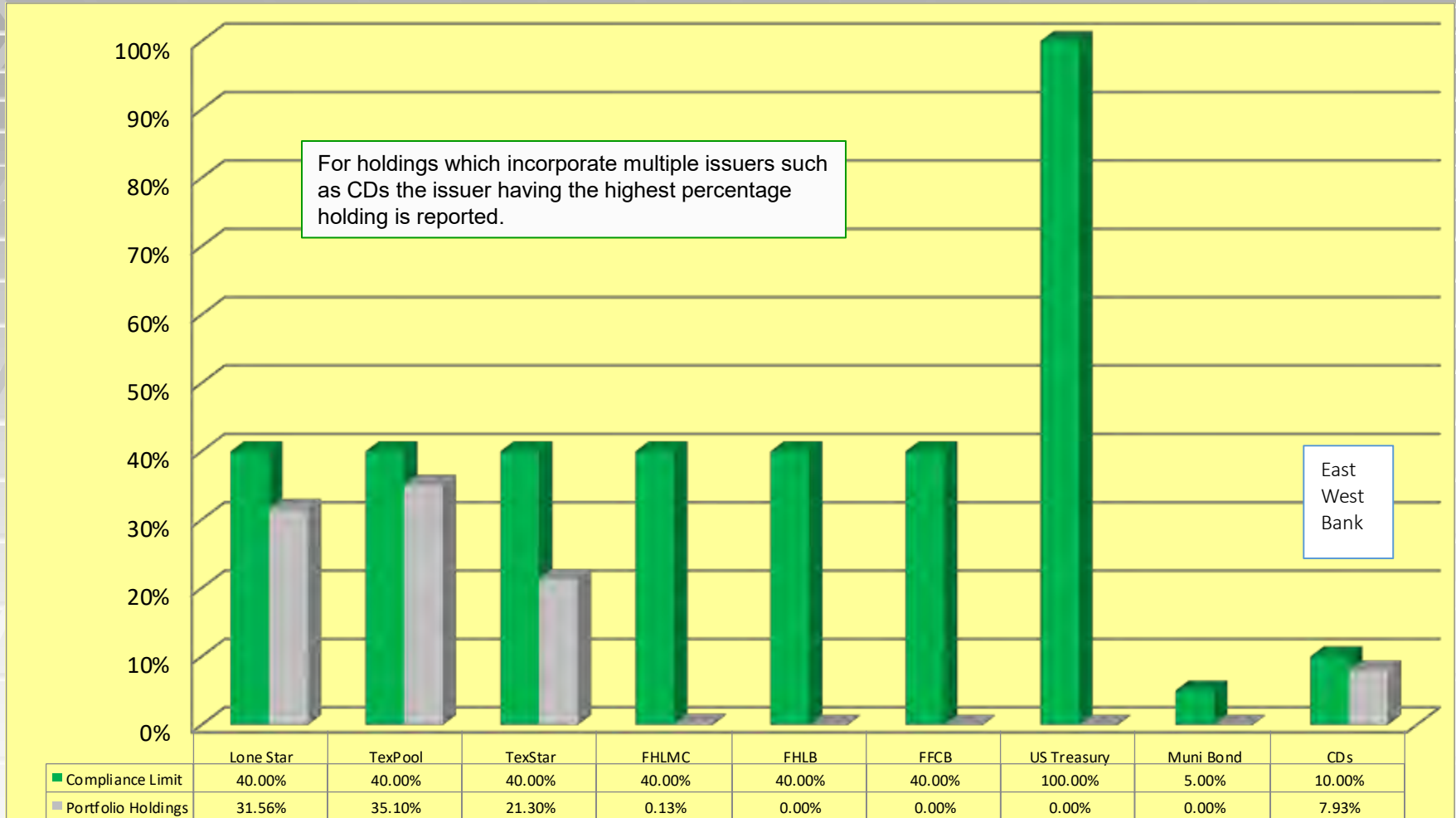
# PORTFOLIO COMPLIANCE DISTRICT LIMITS

Holdings as of June 30, 2020



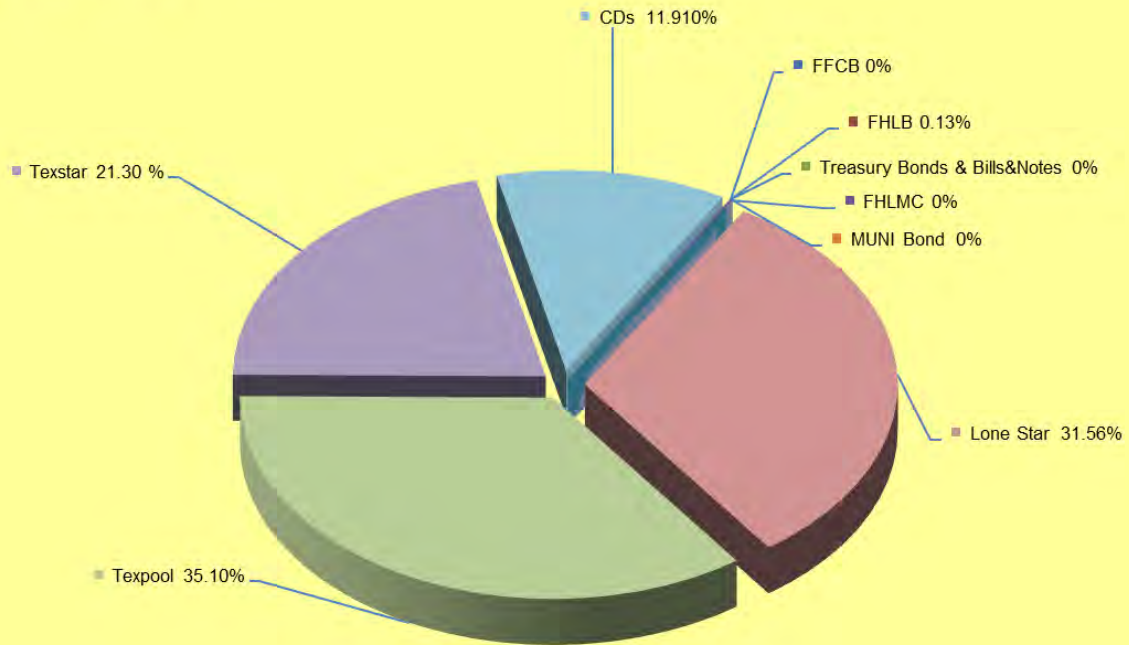
# PORTFOLIO COMPLIANCE ISSUER LIMITS

Holdings as of June 30, 2020



# SAFETY

## PORTFOLIO COMPOSITION - ALL FUNDS BY INVESTMENT TYPE As of June 30, 2020



# LIQUIDITY

## MATURITY SCHEDULE

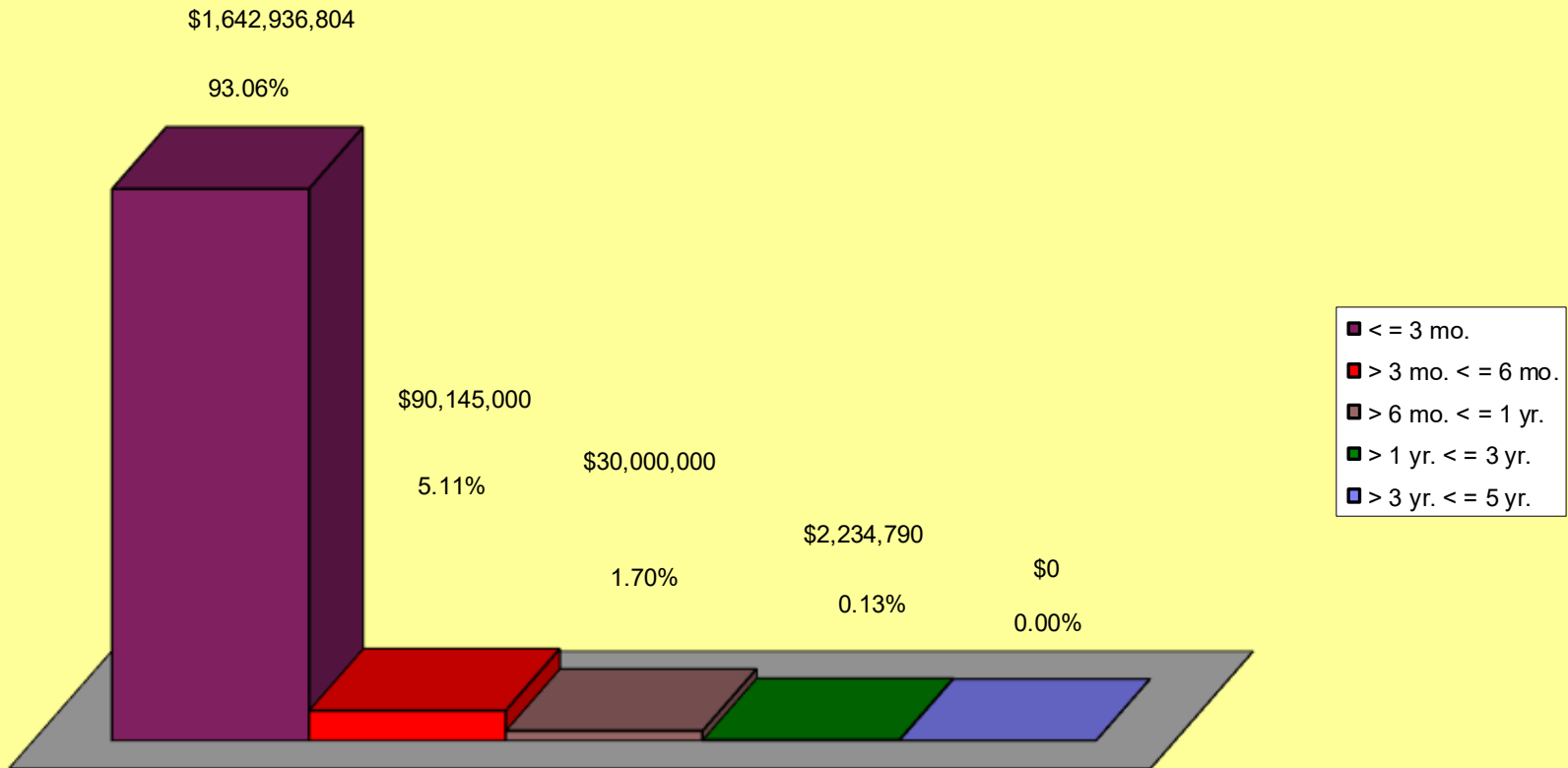
As of June 30, 2020, 93.06% of the District's investments will mature within three months, 5.11% within three to six months, 1.70% within six months to one year, 0.13% within one to three years, and 0.00% will mature from three to five years.

Short-term cash requirements are maintained through money market like accounts with the Lone Star Investment Pool, TexPool, and TexSTAR. The monthly and daily cash flow projections used by investment officers show the amount of funds that will be needed for any given time period. Investments are purchased to meet the cash flow needs of the District.

Maturity Range	Amount	Percent of Total
Less than or equal 3 months	\$1,642,936,804	93.06%
Greater than 3 months less than or equal 6 months	\$90,145,000	5.11%
Greater than 6 months less than or equal 1 year	\$30,000,000	1.70%
Greater than 1 year less than or equal 3 years	\$2,234,790	0.13%
Greater than 3 years less than or equal 5 years	\$0	0.00%
Total	<u>\$1,765,316,594</u>	<u>100.00%</u>

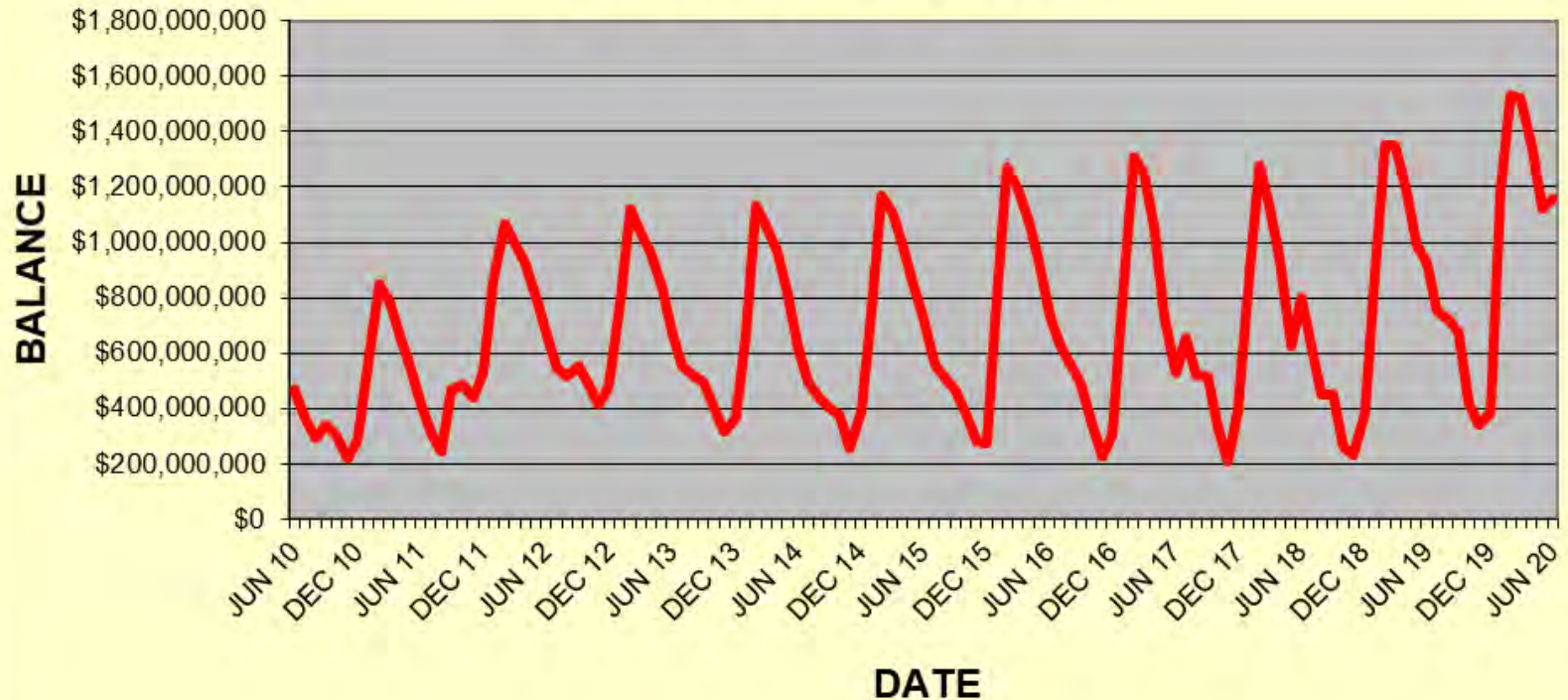
# LIQUIDITY

**PORTFOLIO MATURITY SCHEDULE - ALL FUNDS**  
As of June 30, 2020



# LIQUIDITY

## GENERAL FUND PORTFOLIO BALANCE TEN YEAR HISTORY



## CURRENT INVESTMENT ENVIRONMENT

- After a tumultuous first quarter of calendar year 2020 financial markets stabilized during the second quarter. As a result of Federal Reserve actions liquidity fears subsided and money markets normalized. Stocks made a surprising rebound during the quarter.
- Covid-19 virus impacts are continuing to be felt globally as the pandemic has ebbed and flowed impacting physical and economic activity on a worldwide basis.
- The Federal Reserve cut the federal funds rate twice during March bringing the target yield to zero. Futures markets do not indicate a rise in short term rates through 2021. Interest rates have dropped to levels last seen near the end of 2015. The 2-Year Treasury yield decreased from 0.23%<sup>(1)</sup> on March 31st to 0.16%<sup>(1)</sup> on June 30th.
- Interest rates are now at historic lows and are expected to stay that way until economic activity picks up and societies return to some semblance of normal conditions and employment levels.

(1) Federal Reserve Bank, H15 Selected Interest Rates.

# YIELD BENCHMARKS

As of June 30, 2020, the District made a comparison of the yields earned by the District as compared to the three-month Treasury bill rate, Lone Star Investment, Logic, TexPool and TexSTAR. Average yields as of June 30, 2020 are as follows:

## AVERAGE YIELDS

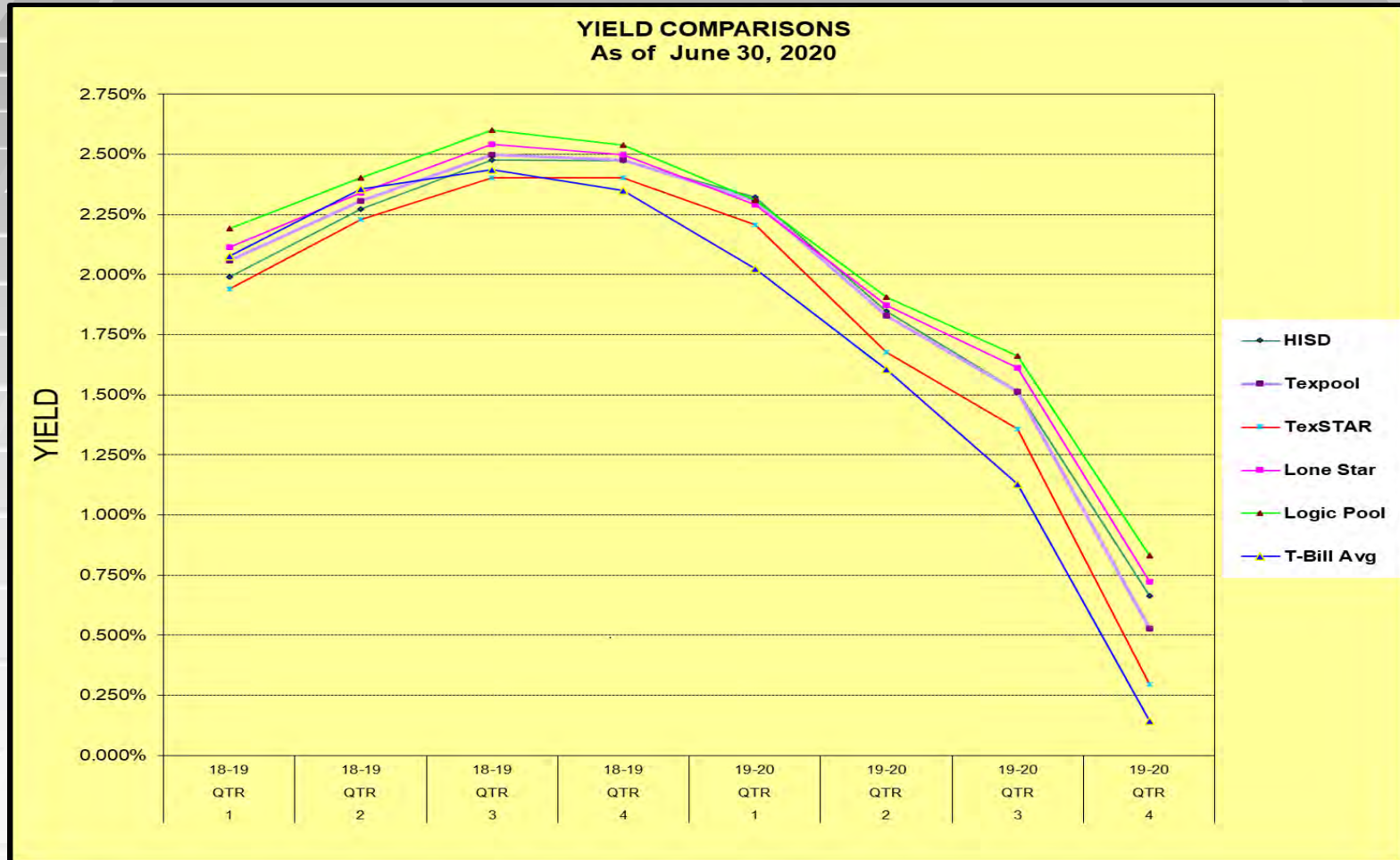
	3rd QTR 18-19	4th QTR 18-19	1st QTR 19-20	2nd QTR 19-20	3rd QTR 19-20	4th QTR 19-20
Houston ISD	2.48%	2.47%	2.32%	1.85%	1.52%	.69%
TexPool	2.50%	2.48%	2.31%	1.83%	1.51%	.53%
TexSTAR	2.40%	2.40%	2.21%	1.68%	1.36%	.30%
Lone Star	2.54%	2.50%	2.29%	1.87%	1.61%	.72%
Logic Pool	2.60%	2.54%	2.31%	1.91%	1.66%	.83%
3-MonthT-Bill Avg.	2.44%	2.35%	2.02%	1.61%	1.13%	.14%

The District's portfolio for the quarter ended June 30, 2020 earned an average yield of .69%, Lone Star yielded .72%, TexPool yielded .53%, and TexSTAR yielded .30%.

YIELD

# BENCHMARK COMPARISONS

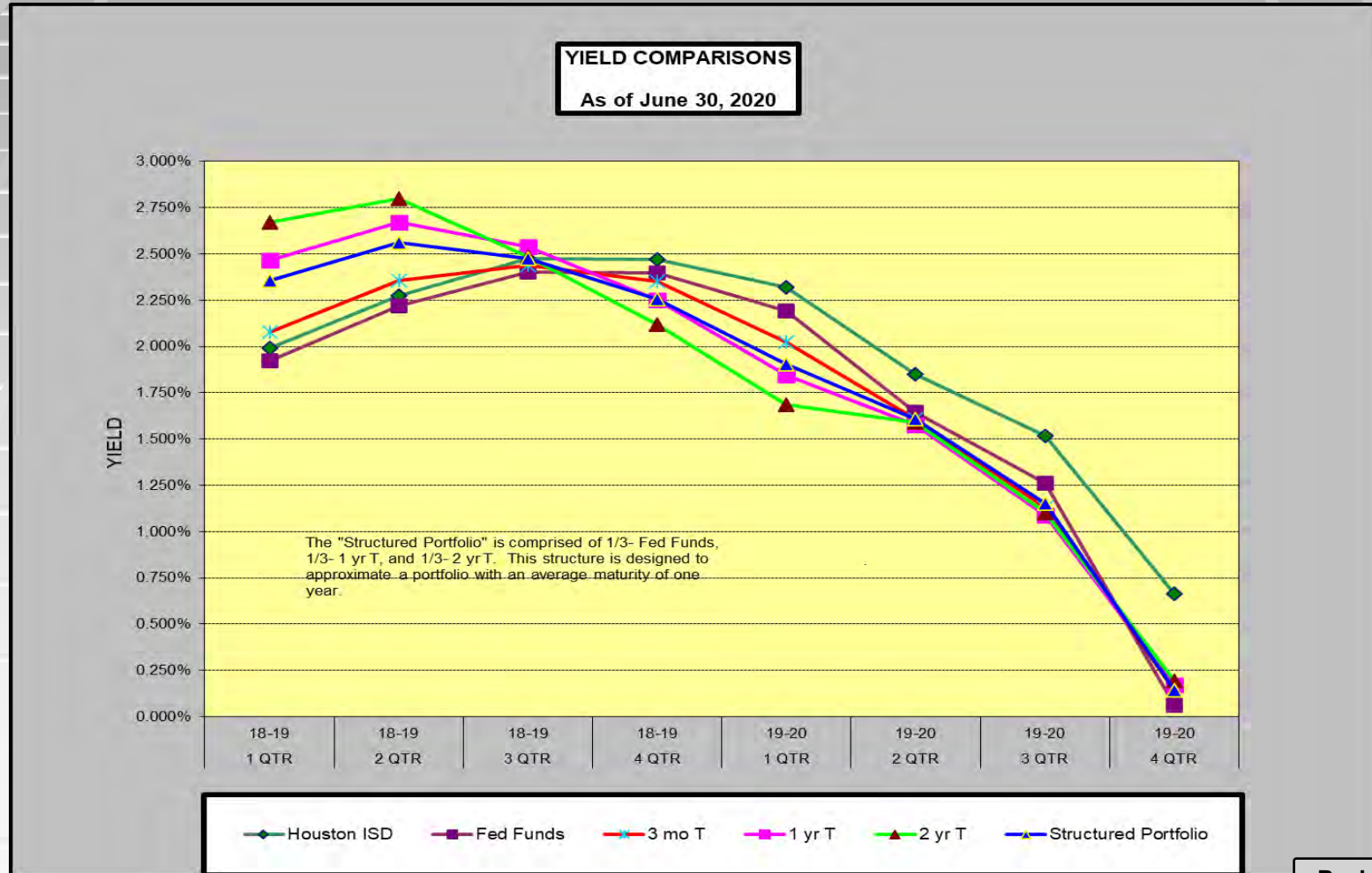
## SHORT TERM YIELDS



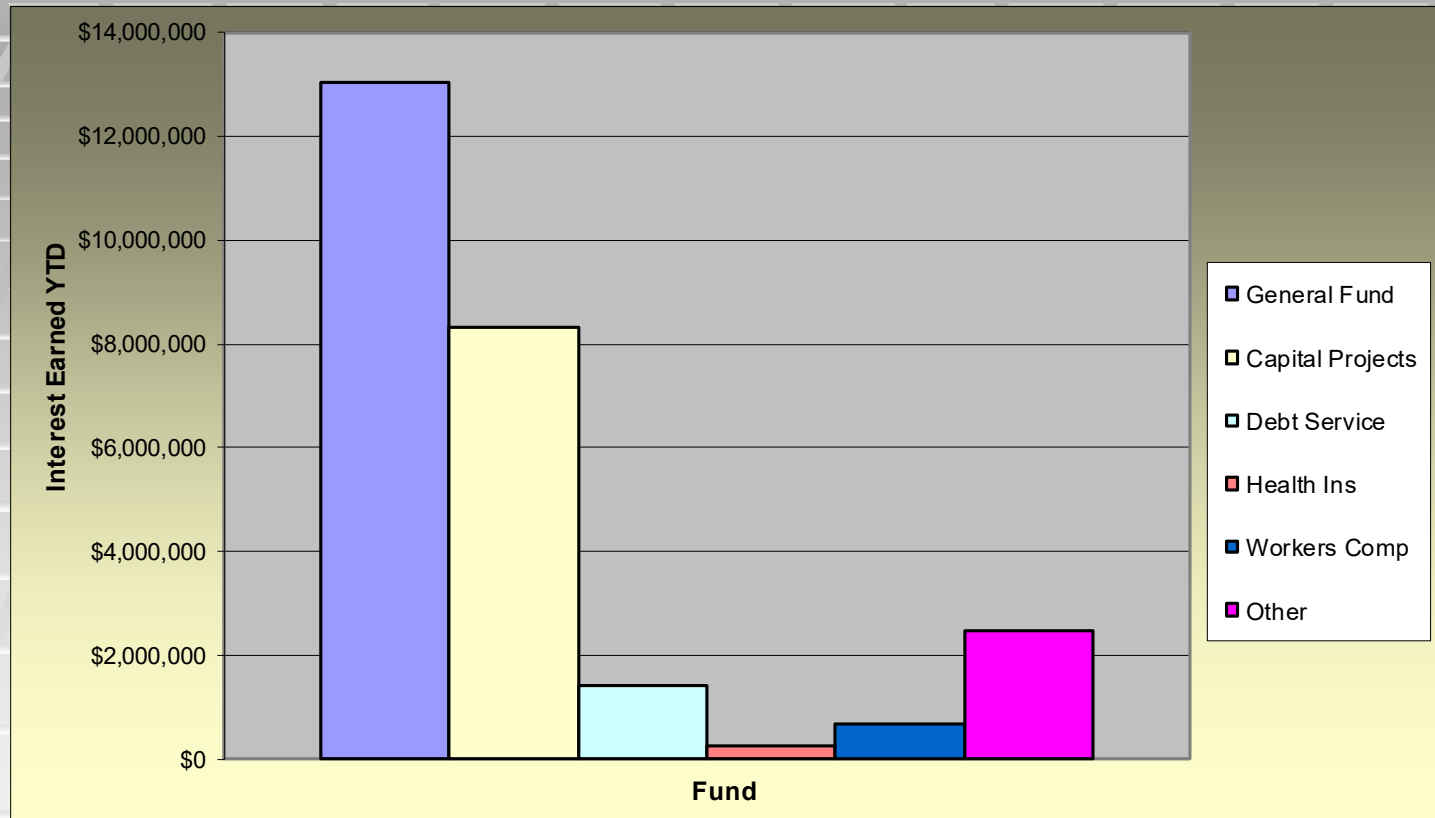
YIELD

# BENCHMARK COMPARISONS

## LONG TERM YIELDS



## Year To Date Interest Earned As of June 30, 2020



Earnings in this management report do not include unrealized gains or losses resulting from fair market valuation entries.

# TOTAL INVESTMENT EARNINGS QUARTERLY AND YTD COMPARATIVE PERIODS

Chart 1

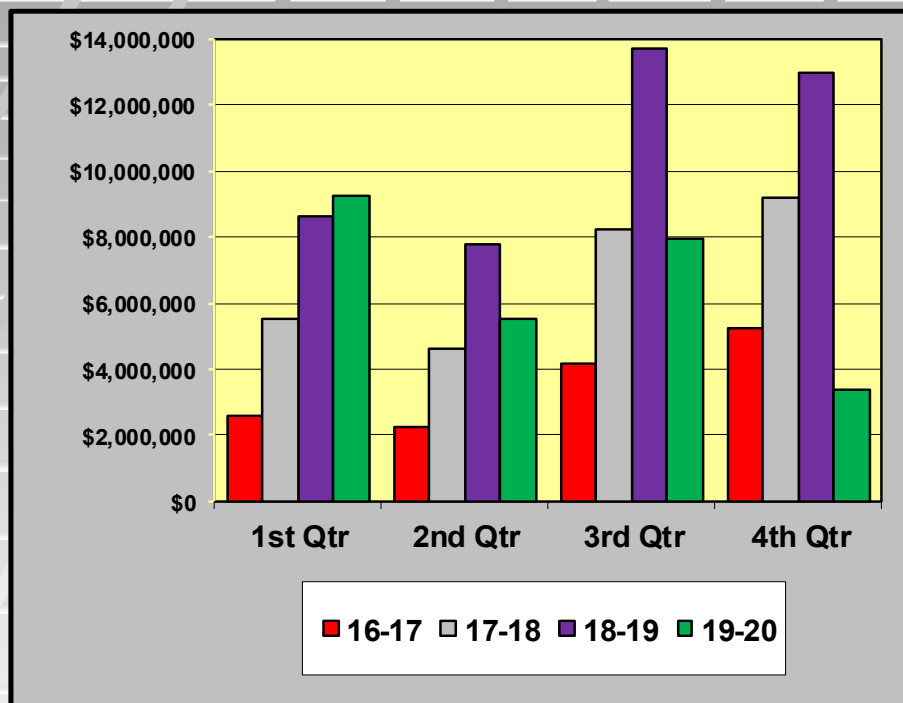


Chart 2

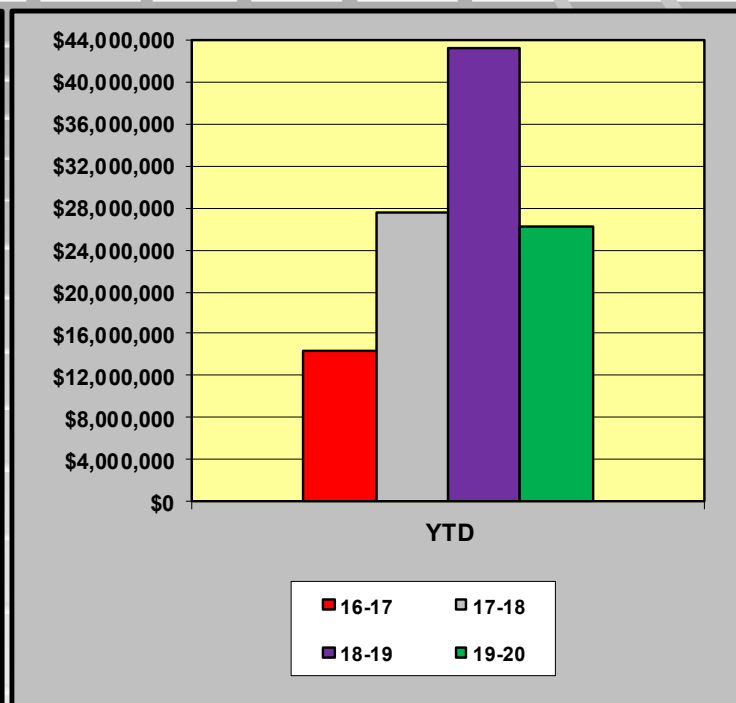


Chart 1 displays interest earnings for each quarter in the current year and three preceding years.

Chart 2 displays year-to-date interest earnings as of the current quarter end for the current year and three preceding years.

Earnings in this management report do not include unrealized gains or losses resulting from fair market valuation entries.

# PORTFOLIO REPORTS

- **Summary Report** – This report shows the change in book value and market value from the prior quarter end through the current quarter end in summary form. The report also shows accrued interest receivable by fund groups for those funds which have investments paying interest on a non-monthly basis.
- **Balances by Fund** – This report shows investment sector totals by fund.
- **Portfolio Inventory and Transaction Report** – This report details each individual investment security and pool account subtotaled by fund group.
  - Security type or pool name are detailed.
  - Purchase and maturity dates are shown for those investments which have a stated final maturity.
  - The change in book and market value for each investment is shown for the period reported.
  - Purchases and redemptions in investment pool accounts are shown on a net basis.
  - Purchases, sales, and maturities of securities are shown on an individual transaction basis.
  - The final maturity (Par) value of securities are detailed.

**HOUSTON INDEPENDENT SCHOOL DISTRICT  
SUMMARY REPORT  
FOR QUARTER ENDED JUNE 30, 2020**

FUND NAME	BOOK VALUE 3/31/2020	MARKET VALUE 3/31/2020	BOOK VALUE 6/30/2020	MARKET VALUE 6/30/2020	CHANGE IN BOOK VALUE	CHANGE IN MARKET VALUE	ACCRUED INTEREST RECEIVABLE
General Fund	\$ 1,521,077,934.64	\$ 1,521,077,934.64	\$ 1,155,249,743.13	\$ 1,155,249,743.13	\$ (365,828,191.51)	\$ (365,828,191.51)	\$ 2,073,873.25
Capital Projects Fund	\$ 442,169,982.96	\$ 442,169,982.96	\$ 306,188,270.40	\$ 306,188,270.40	\$ (135,981,712.56)	\$ (135,981,712.56)	\$ -
Debt Service Fund	\$ 142,173,611.80	\$ 142,173,611.80	\$ 123,838,051.75	\$ 123,838,051.75	\$ (18,335,560.05)	\$ (18,335,560.05)	\$ -
Food Service Fund	\$ 39,888,518.80	\$ 39,888,518.80	\$ 7,797,144.34	\$ 7,797,144.34	\$ (32,091,374.46)	\$ (32,091,374.46)	\$ -
Marketplace	\$ 182,504.47	\$ 182,504.47	\$ 11,128.76	\$ 11,128.76	\$ (171,375.71)	\$ (171,375.71)	\$ -
Workers' Compensation Fund	\$ 38,153,230.68	\$ 38,153,230.68	\$ 39,690,284.13	\$ 39,690,284.13	\$ 1,537,053.45	\$ 1,537,053.45	\$ -
Health Insurance Fund	\$ 29,190,156.87	\$ 29,190,156.87	\$ 50,896,737.58	\$ 50,896,737.58	\$ 21,706,580.71	\$ 21,706,580.71	\$ -
Internal Service Fund	\$ 9,415,581.77	\$ 9,415,581.77	\$ 4,469,538.65	\$ 4,469,538.65	\$ (4,946,043.12)	\$ (4,946,043.12)	\$ -
Medicaid Fund	\$ 31,117,920.47	\$ 31,117,920.47	\$ 8,489,705.06	\$ 8,489,705.06	\$ (22,628,215.41)	\$ (22,628,215.41)	\$ -
Print Shop Fund	\$ 3,789,337.38	\$ 3,789,337.38	\$ 1,691,852.05	\$ 1,691,852.05	\$ (2,097,485.33)	\$ (2,097,485.33)	\$ -
Special Revenue Fund	\$ 53,211,836.75	\$ 53,211,836.75	\$ 41,010,067.09	\$ 41,010,067.09	\$ (12,201,769.66)	\$ (12,201,769.66)	\$ -
Trust & Agency Funds	\$ 4,970,516.14	\$ 4,970,516.14	\$ 5,058,426.68	\$ 5,058,426.68	\$ 87,910.54	\$ 87,910.54	\$ -
Activity Funds	\$ 19,894,613.40	\$ 19,894,613.40	\$ 18,049,179.27	\$ 18,049,179.27	\$ (1,845,434.13)	\$ (1,845,434.13)	\$ -
Public Facility Corporation	\$ 641,203.28	\$ 641,203.28	\$ 2,876,465.54	\$ 2,878,561.00	\$ 2,235,262.26	\$ 2,237,357.72	\$ 5,327.44
<b>TOTAL INVESTMENTS</b>	<b>\$ 2,335,876,949.41</b>	<b>\$ 2,335,876,949.41</b>	<b>\$ 1,765,316,594.43</b>	<b>\$ 1,765,318,689.89</b>	<b>\$ (570,560,354.98)</b>	<b>\$ (570,558,259.52)</b>	<b>\$ 2,079,200.69</b>

**PORTFOLIO TOTALS**  
**BALANCES BY FUND**  
As of June 30, 2020

	U.S. TREASURY INVESTMENTS	MUNI BOND INVESTMENTS	AGENCY INVESTMENTS	LONE STAR INVESTMENT POOL	INVESTMENTS IN TEXPOOL	INVESTMENTS IN TEXSTAR	CERTIFICATES OF DEPOSIT	TOTAL PORTFOLIO
General Fund	\$ -	\$ -	\$ -	\$ 296,446,732.44	\$ 381,760,803.98	\$ 266,802,206.71	\$ 210,240,000.00	\$ 1,155,249,743.13
Capital Projects Fund	\$ -	\$ -	\$ -	\$ 95,048,145.85	\$ 102,521,727.25	\$ 108,618,397.30	\$ -	\$ 306,188,270.40
Debt Service Fund	\$ -	\$ -	\$ -	\$ 47,978,610.37	\$ 75,859,441.38	\$ -	\$ -	\$ 123,838,051.75
Food Service Fund	\$ -	\$ -	\$ -	\$ 5,260,246.74	\$ 2,536,897.60	\$ -	\$ -	\$ 7,797,144.34
Marketplace	\$ -	\$ -	\$ -	\$ 11,128.76	\$ -	\$ -	\$ -	\$ 11,128.76
Health Insurance	\$ -	\$ -	\$ -	\$ 27,523,249.80	\$ 23,373,487.78	\$ -	\$ -	\$ 50,896,737.58
Workers' Compensation	\$ -	\$ -	\$ -	\$ 30,795,531.12	\$ 8,894,753.01	\$ -	\$ -	\$ 39,690,284.13
Internal Service Fund	\$ -	\$ -	\$ -	\$ -	\$ 4,469,538.65	\$ -	\$ -	\$ 4,469,538.65
Medicaid	\$ -	\$ -	\$ -	\$ 8,445,818.87	\$ 43,886.19	\$ -	\$ -	\$ 8,489,705.06
Print Shop	\$ -	\$ -	\$ -	\$ -	\$ 1,691,852.05	\$ -	\$ -	\$ 1,691,852.05
Special Revenue Fund	\$ -	\$ -	\$ -	\$ 28,087,401.23	\$ 12,922,665.86	\$ -	\$ -	\$ 41,010,067.09
Trust & Agency Funds	\$ -	\$ -	\$ -	\$ 65,114.74	\$ 4,993,311.94	\$ -	\$ -	\$ 5,058,426.68
Activity Funds	\$ -	\$ -	\$ -	\$ 17,439,234.61	\$ 609,944.66	\$ -	\$ -	\$ 18,049,179.27
Public Facility Corporation	\$ -	\$ -	\$ 2,234,790.66	\$ -	\$ -	\$ 641,674.88	\$ -	\$ 2,876,465.54
<b>TOTAL INVESTMENTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,234,790.66</b>	<b>\$ 557,101,214.53</b>	<b>\$ 619,678,310.35</b>	<b>\$ 376,062,278.89</b>	<b>\$ 210,240,000.00</b>	<b>\$ 1,765,316,594.43</b>

**PORTFOLIO INVENTORY AND TRANSACTION REPORT**  
**FOR QUARTER ENDED JUNE 30, 2020**

INVESTMENT TYPE	DATE OF PURCHASE	MATURITY DATE	BOOK VALUE 3/31/2020	MARKET VALUE 3/31/2020	MATURITIES SALES	PURCHASES	BOOK VALUE 6/30/2020	MARKET VALUE 6/30/2020	FINAL MATURITY VALUE 6/30/2020
<b>GF-GENERAL FUND</b>									
Lone Star Corp	Open	Open	\$ 190,930,174.67	\$ 190,930,174.67	\$ -	\$ (52,029,348.52)	\$ 138,900,826.15	\$ 138,900,826.15	\$ 138,900,826.15
Lone Star Liq +	Open	Open	\$ 208,144,681.38	\$ 208,144,681.38	\$ -	\$ (137,615,719.88)	\$ 70,528,961.50	\$ 70,528,961.50	\$ 70,528,961.50
Lone Star Liq	Open	Open	\$ 60,790,074.55	\$ 60,790,074.55	\$ -	\$ 26,226,870.24	\$ 87,016,944.79	\$ 87,016,944.79	\$ 87,016,944.79
TexPool	Open	Open	\$ 272,701,347.37	\$ 272,701,347.37	\$ -	\$ (122,648,422.79)	\$ 150,052,924.58	\$ 150,052,924.58	\$ 150,052,924.58
TexPool Prime	Open	Open	\$ 244,912,551.99	\$ 244,912,551.99	\$ -	\$ (13,204,672.59)	\$ 231,707,879.40	\$ 231,707,879.40	\$ 231,707,879.40
TexSTAR	Open	Open	\$ 333,359,104.68	\$ 333,359,104.68	\$ -	\$ (66,556,897.97)	\$ 266,802,206.71	\$ 266,802,206.71	\$ 266,802,206.71
CD IND BANK	5-Aug-19	5-Aug-20	\$ 30,000,000.00	\$ 30,000,000.00	\$ -	\$ -	\$ 30,000,000.00	\$ 30,000,000.00	\$ 30,000,000.00
CD UNITY	31-Aug-19	31-Aug-20	\$ 95,000.00	\$ 95,000.00	\$ -	\$ -	\$ 95,000.00	\$ 95,000.00	\$ 95,000.00
CD EAST WEST BANK	16-Sep-19	14-Jun-20	\$ 10,000,000.00	\$ 10,000,000.00	\$ 10,000,000.00	\$ -	\$ -	\$ -	\$ -
CD EAST WEST BANK	30-Sep-19	27-Sep-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD EAST WEST BANK	11-Oct-19	11-Jul-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD EAST WEST BANK	14-Oct-19	14-Oct-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD EAST WEST BANK	28-Oct-19	28-Apr-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ -	\$ -
CD EAST WEST BANK	28-Oct-19	28-Oct-20	\$ 10,000,000.00	\$ 10,000,000.00	\$ -	\$ -	\$ 10,000,000.00	\$ 10,000,000.00	\$ 10,000,000.00
CD UNITY	22-Dec-19	14-Nov-20	\$ 145,000.00	\$ 145,000.00	\$ -	\$ -	\$ 145,000.00	\$ 145,000.00	\$ 145,000.00
CD EAST WEST BANK	27-Jan-20	27-Oct-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD EAST WEST BANK	27-Jan-20	27-Jul-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD IND BANK	25-Jan-20	25-Jan-21	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD IND BANK	25-Jan-20	30-Nov-20	\$ 20,000,000.00	\$ 20,000,000.00	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD EAST WEST BANK	28-Apr-20	28-Oct-20	\$ -	\$ -	\$ -	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00	\$ 20,000,000.00
CD EAST WEST BANK	14-Jun-20	15-Mar-21	\$ -	\$ -	\$ -	\$ 10,000,000.00	\$ 10,000,000.00	\$ 10,000,000.00	\$ 10,000,000.00
<b>GF-TOTAL</b>			<b>\$ 1,521,077,934.64</b>	<b>\$ 1,521,077,934.64</b>	<b>\$ 30,000,000.00</b>	<b>\$ (335,828,191.51)</b>	<b>\$ 1,155,249,743.13</b>	<b>\$ 1,155,249,743.13</b>	<b>\$ 1,155,249,743.13</b>
<b>CP-CAP PROJECTS</b>									
Lone Star Corp	Open	Open	\$ 18,945,103.83	\$ 18,945,103.83	\$ 7,591,163.18	\$ -	\$ 11,353,940.65	\$ 11,353,940.65	\$ 11,353,940.65
TexPool	Open	Open	\$ 51,125,622.81	\$ 51,125,622.81	\$ 29,960,284.67	\$ -	\$ 21,165,338.14	\$ 21,165,338.14	\$ 21,165,338.14
TexPool Prime	Open	Open	\$ 45,175,136.45	\$ 45,175,136.45	\$ 26,069,268.40	\$ -	\$ 19,105,868.05	\$ 19,105,868.05	\$ 19,105,868.05
Lone Star Corp	Open	Open	\$ 6,047,275.60	\$ 6,047,275.60	\$ -	\$ 15,095.03	\$ 6,062,370.63	\$ 6,062,370.63	\$ 6,062,370.63
Lone Star Liq +	Open	Open	\$ 35,942,728.64	\$ 35,942,728.64	\$ -	\$ 31,679.17	\$ 35,974,407.81	\$ 35,974,407.81	\$ 35,974,407.81
Lone Star Liq	Open	Open	\$ 28,532,858.35	\$ 28,532,858.35	\$ -	\$ 57,525.46	\$ 28,590,383.81	\$ 28,590,383.81	\$ 28,590,383.81
Texstar	Open	Open	\$ 83,206,873.74	\$ 83,206,873.74	\$ 35,694,248.54	\$ -	\$ 47,512,625.20	\$ 47,512,625.20	\$ 47,512,625.20
TexPool	Open	Open	\$ 62,201,988.50	\$ 62,201,988.50	\$ -	\$ 48,532.56	\$ 62,250,521.06	\$ 62,250,521.06	\$ 62,250,521.06
Lone Star Corp	Open	Open	\$ 43,789,828.59	\$ 43,789,828.59	\$ 40,502,044.14	\$ -	\$ 3,287,784.45	\$ 3,287,784.45	\$ 3,287,784.45
Texstar	Open	Open	\$ 19,604,424.76	\$ 19,604,424.76	\$ -	\$ 14,418.59	\$ 19,618,843.35	\$ 19,618,843.35	\$ 19,618,843.35
Texstar	Open	Open	\$ 41,456,438.54	\$ 41,456,438.54	\$ -	\$ 30,490.21	\$ 41,486,928.75	\$ 41,486,928.75	\$ 41,486,928.75
Lone Star Liq +	Open	Open	\$ 6,141,703.15	\$ 6,141,703.15	\$ -	\$ 3,637,555.35	\$ 9,779,258.50	\$ 9,779,258.50	\$ 9,779,258.50
<b>CP-TOTAL</b>			<b>\$ 442,169,982.96</b>	<b>\$ 442,169,982.96</b>	<b>\$ 139,817,008.93</b>	<b>\$ 3,835,296.37</b>	<b>\$ 306,188,270.40</b>	<b>\$ 306,188,270.40</b>	<b>\$ 306,188,270.40</b>

INVESTMENT TYPE	DATE OF PURCHASE	MATURITY DATE	BOOK VALUE 3/31/2020	MARKET VALUE 3/31/2020	MATURITIES SALES	PURCHASES	BOOK VALUE 6/30/2020	MARKET VALUE 6/30/2020	FINAL MATURITY VALUE 6/30/2020
<b>DS-DEBT SERVICE FUND</b>									
Lone Star Liq +	Open	Open	\$ 24,952,753.32	\$ 24,952,753.32	\$ 22,731,829.55	\$ -	\$ 2,220,923.77	\$ 2,220,923.77	\$ 2,220,923.77
Lone Star Corp	Open	Open	\$ 11,462,523.16	\$ 11,462,523.16	\$ -	\$ 34,295,163.44	\$ 45,757,686.60	\$ 45,757,686.60	\$ 45,757,686.60
TexPool	Open	Open	\$ 74,242,735.11	\$ 74,242,735.11	\$ -	\$ 57,927.24	\$ 74,300,662.35	\$ 74,300,662.35	\$ 74,300,662.35
TexPool Prime	Open	Open	\$ 31,515,600.21	\$ 31,515,600.21	\$ 29,956,821.18	\$ -	\$ 1,558,779.03	\$ 1,558,779.03	\$ 1,558,779.03
<b>DS-TOTAL</b>			<b>\$ 142,173,611.80</b>	<b>\$ 142,173,611.80</b>	<b>\$ 52,688,650.73</b>	<b>\$ 34,353,090.68</b>	<b>\$ 123,838,051.75</b>	<b>\$ 123,838,051.75</b>	<b>\$ 123,838,051.75</b>
<b>FD1-FOOD SERVICE FUND</b>									
Lone Star Corp	Open	Open	\$ 15,838,567.73	\$ 15,838,567.73	\$ 12,833,700.25	\$ -	\$ 3,004,867.48	\$ 3,004,867.48	\$ 3,004,867.48
Lone Star Liq +	Open	Open	\$ 6,595,906.28	\$ 6,595,906.28	\$ 4,340,527.02	\$ -	\$ 2,255,379.26	\$ 2,255,379.26	\$ 2,255,379.26
TexPool	Open	Open	\$ 17,454,044.79	\$ 17,454,044.79	\$ 14,917,147.19	\$ -	\$ 2,536,897.60	\$ 2,536,897.60	\$ 2,536,897.60
<b>FD1-TOTAL</b>			<b>\$ 39,888,518.80</b>	<b>\$ 39,888,518.80</b>	<b>\$ 32,091,374.46</b>	<b>\$ -</b>	<b>\$ 7,797,144.34</b>	<b>\$ 7,797,144.34</b>	<b>\$ 7,797,144.34</b>
<b>FD2-MARKETPLACE</b>									
Lone Star Corp	Open	Open	\$ 51,932.55	\$ 51,932.55	\$ 51,932.55	\$ -	\$ -	\$ -	\$ -
Lone Star Liq	Open	Open	\$ 130,571.92	\$ 130,571.92	\$ 119,443.16	\$ -	\$ 11,128.76	\$ 11,128.76	\$ 11,128.76
<b>FD2-TOTAL</b>			<b>\$ 182,504.47</b>	<b>\$ 182,504.47</b>	<b>\$ 171,375.71</b>	<b>\$ -</b>	<b>\$ 11,128.76</b>	<b>\$ 11,128.76</b>	<b>\$ 11,128.76</b>
<b>IS2-WORKERS COMPENSATION FUND</b>									
Lone Star Corp	Open	Open	\$ 29,254,010.95	\$ 29,254,010.95	\$ -	\$ 1,541,520.17	\$ 30,795,531.12	\$ 30,795,531.12	\$ 30,795,531.12
TexPool	Open	Open	\$ 818,285.25	\$ 818,285.25	\$ 19,375.08	\$ -	\$ 798,910.17	\$ 798,910.17	\$ 798,910.17
TexPool Prime	Open	Open	\$ 8,080,934.48	\$ 8,080,934.48	\$ -	\$ 14,908.36	\$ 8,095,842.84	\$ 8,095,842.84	\$ 8,095,842.84
<b>IS2-TOTAL</b>			<b>\$ 38,153,230.68</b>	<b>\$ 38,153,230.68</b>	<b>\$ 19,375.08</b>	<b>\$ 1,556,428.53</b>	<b>\$ 39,690,284.13</b>	<b>\$ 39,690,284.13</b>	<b>\$ 39,690,284.13</b>
<b>IS1- HEALTH INSURANCE FUND</b>									
Lone Star Corp	Open	Open	\$ 27,700,091.94	\$ 27,700,091.94	\$ 176,842.14	\$ -	\$ 27,523,249.80	\$ 27,523,249.80	\$ 27,523,249.80
TexPool	Open	Open	\$ 1,490,064.93	\$ 1,490,064.93	\$ -	\$ 21,883,422.85	\$ 23,373,487.78	\$ 23,373,487.78	\$ 23,373,487.78
<b>IS1-TOTAL</b>			<b>\$ 29,190,156.87</b>	<b>\$ 29,190,156.87</b>	<b>\$ 176,842.14</b>	<b>\$ 21,883,422.85</b>	<b>\$ 50,896,737.58</b>	<b>\$ 50,896,737.58</b>	<b>\$ 50,896,737.58</b>
<b>MD1-MEDICAID FUND</b>									
Lone Star Corp	Open	Open	\$ 40,732.81	\$ 40,732.81	\$ 40,732.81	\$ -	\$ -	\$ -	\$ -
Lone Star Liq	Open	Open	\$ 31,033,335.68	\$ 31,033,335.68	\$ 22,587,516.81	\$ -	\$ 8,445,818.87	\$ 8,445,818.87	\$ 8,445,818.87
TexPool	Open	Open	\$ 43,851.98	\$ 43,851.98	\$ -	\$ 34.21	\$ 43,886.19	\$ 43,886.19	\$ 43,886.19
<b>MD1-TOTAL</b>			<b>\$ 31,117,920.47</b>	<b>\$ 31,117,920.47</b>	<b>\$ 22,628,249.62</b>	<b>\$ 34.21</b>	<b>\$ 8,489,705.06</b>	<b>\$ 8,489,705.06</b>	<b>\$ 8,489,705.06</b>
<b>IS3-INTERNAL SERVICE FUND</b>									
TexPool	Open	Open	\$ 9,415,581.77	\$ 9,415,581.77	\$ 4,946,043.12	\$ -	\$ 4,469,538.65	\$ 4,469,538.65	\$ 4,469,538.65
<b>IS3-TOTAL</b>			<b>\$ 9,415,581.77</b>	<b>\$ 9,415,581.77</b>	<b>\$ 4,946,043.12</b>	<b>\$ -</b>	<b>\$ 4,469,538.65</b>	<b>\$ 4,469,538.65</b>	<b>\$ 4,469,538.65</b>
<b>PS1-PRINT SHOP FUND</b>									
TexPool	Open	Open	\$ 3,789,337.38	\$ 3,789,337.38	\$ 2,097,485.33	\$ -	\$ 1,691,852.05	\$ 1,691,852.05	\$ 1,691,852.05
<b>PS1-TOTAL</b>			<b>\$ 3,789,337.38</b>	<b>\$ 3,789,337.38</b>	<b>\$ 2,097,485.33</b>	<b>\$ -</b>	<b>\$ 1,691,852.05</b>	<b>\$ 1,691,852.05</b>	<b>\$ 1,691,852.05</b>

INVESTMENT TYPE	DATE OF PURCHASE	MATURITY DATE	BOOK VALUE 3/31/2020	MARKET VALUE 3/31/2020	MATURITIES SALES	PURCHASES	BOOK VALUE 6/30/2020	MARKET VALUE 6/30/2020	FINAL MATURITY VALUE 6/30/2020
<b>SR1-SPECIAL REVENUE FUND</b>									
Lone Star Liq +	Open	Open	\$ 25,539.28	\$ 25,539.28	\$ -	\$ 22.51	\$ 25,561.79	\$ 25,561.79	\$ 25,561.79
Lone Star Corp	Open	Open	\$ 3,591,263.83	\$ 3,591,263.83	\$ -	\$ 8,868,505.43	\$ 12,459,769.26	\$ 12,459,769.26	\$ 12,459,769.26
TexPool	Open	Open	\$ 12,912,590.92	\$ 12,912,590.92	\$ -	\$ 10,074.94	\$ 12,922,665.86	\$ 12,922,665.86	\$ 12,922,665.86
Lone Star Liq +	Open	Open	\$ 35,529,344.54	\$ 35,529,344.54	\$ 21,082,697.32	\$ -	\$ 14,446,647.22	\$ 14,446,647.22	\$ 14,446,647.22
Lone Star Liq	Open	Open	\$ 1,153,098.18	\$ 1,153,098.18	\$ -	\$ 2,324.78	\$ 1,155,422.96	\$ 1,155,422.96	\$ 1,155,422.96
<b>TO-TOTAL</b>			<b>\$ 53,211,836.75</b>	<b>\$ 53,211,836.75</b>	<b>\$ 21,082,697.32</b>	<b>\$ 8,880,927.66</b>	<b>\$ 41,010,067.09</b>	<b>\$ 41,010,067.09</b>	<b>\$ 41,010,067.09</b>
<b>TO-TRUST &amp; AGENCY FUNDS</b>									
Lone Star Corp	Open	Open	\$ 15,901.40	\$ 15,901.40	\$ -	\$ 39.70	\$ 15,941.10	\$ 15,941.10	\$ 15,941.10
Lone Star Liq +	Open	Open	\$ 49,130.34	\$ 49,130.34	\$ -	\$ 43.30	\$ 49,173.64	\$ 49,173.64	\$ 49,173.64
TexPool	Open	Open	\$ 4,905,484.40	\$ 4,905,484.40	\$ -	\$ 87,827.54	\$ 4,993,311.94	\$ 4,993,311.94	\$ 4,993,311.94
<b>TO-TOTAL</b>			<b>\$ 4,970,516.14</b>	<b>\$ 4,970,516.14</b>	<b>\$ -</b>	<b>\$ 87,910.54</b>	<b>\$ 5,058,426.68</b>	<b>\$ 5,058,426.68</b>	<b>\$ 5,058,426.68</b>
<b>TA-ACTIVITY FUNDS</b>									
Lone Star Liq	Open	Open	\$ 18,483,079.49	\$ 18,483,079.49	\$ 1,847,716.64	\$ -	\$ 16,635,362.85	\$ 16,635,362.85	\$ 16,635,362.85
Lone Star Liq +	Open	Open	\$ 162,371.14	\$ 162,371.14	\$ 162,371.14	\$ -	\$ -	\$ -	\$ -
Lone Star Corp	Open	Open	\$ 61,235.95	\$ 61,235.95	\$ -	\$ 152.86	\$ 61,388.81	\$ 61,388.81	\$ 61,388.81
Lone Star Corp	Open	Open	\$ 578,457.74	\$ 578,457.74	\$ -	\$ 164,025.21	\$ 742,482.95	\$ 742,482.95	\$ 742,482.95
TexPool	Open	Open	\$ 609,469.08	\$ 609,469.08	\$ -	\$ 475.58	\$ 609,944.66	\$ 609,944.66	\$ 609,944.66
<b>TA-TOTAL</b>			<b>\$ 19,894,613.40</b>	<b>\$ 19,894,613.40</b>	<b>\$ 2,010,087.78</b>	<b>\$ 164,653.65</b>	<b>\$ 18,049,179.27</b>	<b>\$ 18,049,179.27</b>	<b>\$ 18,049,179.27</b>
<b>PFC-PUBLIC FACILITY CORPORATION</b>									
Texstar	Open	Open	\$ 641,203.28	\$ 641,203.28	\$ (471.60)	\$ -	\$ 641,674.88	\$ 641,674.88	\$ 641,674.88
FHLMC	14-Apr-20	12-Aug-21	\$ -	\$ -	\$ -	\$ 2,214,000.00	\$ 2,234,790.66	\$ 2,236,886.12	\$ 2,214,000.00
<b>PFC-TOTAL</b>			<b>\$ 641,203.28</b>	<b>\$ 641,203.28</b>	<b>\$ (471.60)</b>	<b>\$ -</b>	<b>\$ 2,876,465.54</b>	<b>\$ 2,878,561.00</b>	<b>\$ 2,855,674.88</b>
<b>TOTAL PORTFOLIO</b>			<b>\$ 2,335,876,949.41</b>	<b>\$ 2,335,876,949.41</b>	<b>\$ 307,728,718.62</b>	<b>\$ (265,066,427.02)</b>	<b>\$ 1,765,316,594.43</b>	<b>\$ 1,765,318,689.89</b>	<b>\$ 1,765,295,803.77</b>

## INVESTMENT POOL REPORTS

### ■ **TEXPOOL**

- At June 30, 2020, the District had \$359,209,941 invested in TEXPOOL comprising 1.4% of the Net Asset Value (NAV) of the pool.
- At June 30, 2020, the District had \$260,468,369 invested in TEXPOOL Prime comprising 3.5% of the pools' NAV.

### ■ **LONESTAR**

- At June 30, 2020, the District had \$135,280,314 invested in Government Overnight Fund comprising 2.7% of the pools' NAV.
- At June 30, 2020, the District had \$141,885,062 invested in Corporate Overnight Fund comprising 4.5% of the pools' NAV.
- At June 30, 2020, the District had \$279,965,839 invested in Corporate Overnight Plus Fund comprising 4.2% of the pools' NAV.

### ■ **TEXSTAR**

- At June 30, 2020, the District had \$375,420,604 invested in TexSTAR comprising 3.9% of the pools' NAV.
- At June 30, 2020, the District Public Facility Corporation had \$641,675 invested in TexSTAR comprising less than 0.1% of the pools' NAV.



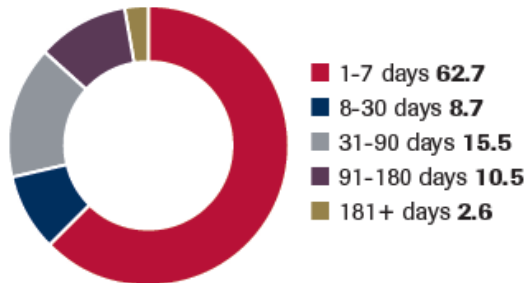
## Performance as of June 30, 2020

	<b>TexPool</b>	<b>TexPool <i>Prime</i></b>
Current Invested Balance	\$26,614,837,566.80	\$7,391,397,313.38
Weighted Average Maturity**	33	51
Weighted Average Life**	106	57
Net Asset Value	1.00029	1.00069
Total Number of Participants	2,616	426
Management Fee on Invested Balance	0.0450%	0.0550%
Interest Distributed	\$4,785,518.31	\$3,129,449.55
Management Fee Collected	\$904,863.60	\$296,998.34
Standard & Poor's Current Rating	AAAm	AAAm
<b>Month Averages</b>		
Average Invested Balance	\$26,911,978,043.85	\$7,273,125,684.63
Average Monthly Rate*	0.22%	0.52%
Average Weighted Average Maturity**	36	52
Average Weighted Average Life**	110	61

# TEXPOOL

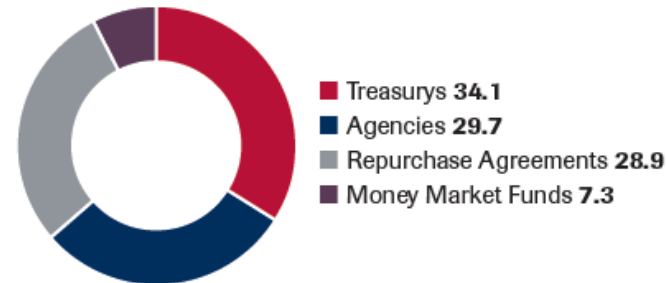
## Portfolio by Maturity (%)

As of June 30, 2020



## Portfolio by Type of Investment (%)

As of June 30, 2020



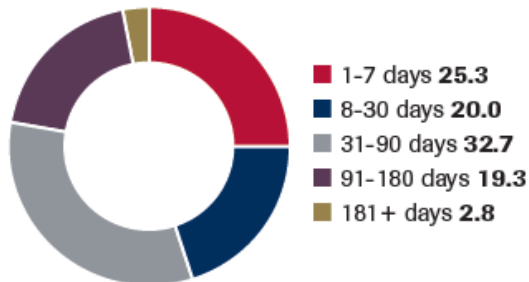
### Portfolio Asset Summary as of June 30, 2020

	Book Value	Market Value
Uninvested Balance	-\$964,123.47	-\$964,123.47
Receivable for Investments Sold	0.00	0.00
Accrual of Interest Income	10,804,135.78	10,804,135.78
Interest and Management Fees Payable	-4,785,546.53	-4,785,546.53
Payable for Investments Purchased	-119,982,849.30	-119,982,849.30
Accrued Expenses & Taxes	-30,052.55	-30,052.55
Repurchase Agreements	7,716,365,000.00	7,716,365,000.00
Mutual Fund Investments	1,958,074,000.00	1,958,074,000.00
Government Securities	7,892,791,417.03	7,893,327,442.10
U.S. Treasury Inflation Protected Securities	1,107,369,826.18	1,108,203,581.20
U.S. Treasury Bills	6,674,344,842.24	6,675,543,059.62
U.S. Treasury Notes	1,380,850,917.42	1,385,668,906.89
<b>Total</b>	<b>\$26,614,837,566.80</b>	<b>\$26,622,223,553.75</b>

# TEXPOOL PRIME

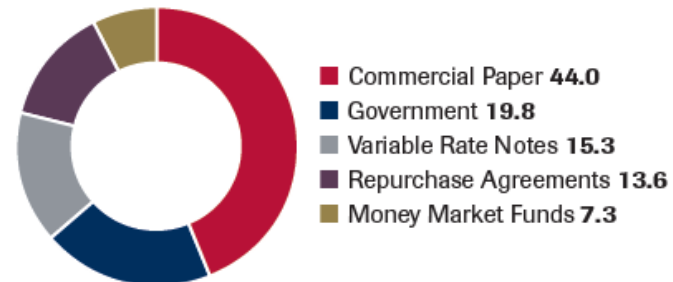
## Portfolio by Maturity (%)

As of June 30, 2020



## Portfolio by Type of Investment (%)

As of June 30, 2020



## Portfolio Asset Summary as of June 30, 2020

	Book Value	Market Value
Uninvested Balance	-\$295,939.40	-\$295,939.40
Receivable for Investments Sold	0.00	0.00
Accrual of Interest Income	719,188.15	719,188.15
Interest and Management Fees Payable	-3,129,451.53	-3,129,451.53
Payable for Investments Purchased	-309,904,245.81	-309,904,245.81
Accrued Expenses & Taxes	-10,085.54	-10,085.54
Repurchase Agreements	1,047,756,000.00	1,047,756,000.00
Commercial Paper	3,318,896,622.86	3,323,621,892.67
Bank Instruments	0.00	0.00
Mutual Fund Investments	562,125,171.28	562,052,003.75
Government Securities	1,524,740,065.45	1,524,790,493.50
Variable Rate Notes	1,250,499,987.92	1,250,855,710.00
<b>Total</b>	<b>\$7,391,397,313.38</b>	<b>\$7,396,455,565.79</b>

## Government Overnight Fund

### Return Information

June 30, 2020

Average Monthly Return (a)	0.19%
SEC 7-day Fund Yield (b)	0.17%
Weighted Average Maturity One (c)	35 days
Weighted Average Maturity Two (c)	104 days
Portfolio Maturing beyond One Year	5%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	570,053,387.69	570,053,387.69
US Treasuries	449,833,523.47	449,839,790.00
Agencies	3,053,388,542.35	3,053,841,762.18
Money Market Funds	938,113,998.43	938,113,998.43
<b>Total Assets</b>	<b>5,011,389,451.94</b>	<b>5,011,848,938.30</b>

### Investment Distribution



Agencies	61%
MM Funds	19%
Treasuries	9%
Cash/Repo	11%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

## Corporate Overnight Fund

### Return Information

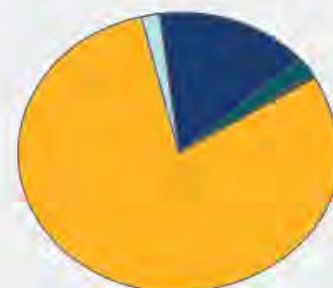
June 30, 2020

Average Monthly Return (a)	0.56%
SEC 7-day Fund Yield (b)	0.52%
Weighted Average Maturity One (c)	43 days
Weighted Average Maturity Two (c)	59 days
Portfolio Maturing beyond One Year	1%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	120,245,571.75	120,245,571.75
US Treasuries	204,895,875.21	204,902,205.00
Agencies	19,993,083.88	20,006,045.00
Commercial Paper	2,313,305,256.18	2,314,395,140.81
Money Market Funds	509,950,559.81	510,076,516.62
<b>Total Assets</b>	<b>3,168,390,346.83</b>	<b>3,169,625,479.18</b>

### Investment Distribution



Commercial Paper	73%
MM Funds	16%
Cash/Repo	4%
Treasuries	6%
Agencies	1%

(b) **SEC 7-Day Yield Calculation**

$$\text{Yield} = 2 \left[ \left[ \frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

*a* - Dividend and interest income

*b* - Expenses accrued for the period

*c* - Average daily number of shares outstanding during the period that was entitled to dividends

*d* - Maximum offering price per share on the last day of the period

## Corporate Overnight Plus Fund

### Return Information

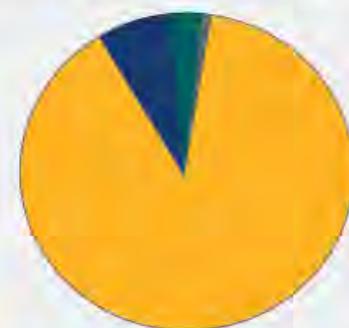
June 30, 2020

Average Monthly Return (a)	0.70%
SEC 7-day Fund Yield (b)	0.62%
Weighted Average Maturity One (c)	50 days
Weighted Average Maturity Two (c)	68 days
Portfolio Maturing beyond One Year	1%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

### Inventory Position

	Book Value	Market Value
Cash/Repo	10,443,113.11	10,443,113.11
US Treasuries	279,830,085.76	279,842,485.00
Agencies	49,986,168.31	50,009,155.00
Commercial Paper	5,745,214,133.65	5,747,914,128.17
Money Market Funds	625,268,717.46	625,454,655.99
<b>Total Assets</b>	<b>6,710,742,218.29</b>	<b>6,713,663,537.27</b>

### Investment Distribution



Commercial Paper	86%
MM Funds	9%
Treasuries	4%
Agencies	1%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.

# TexSTAR

## MONTHLY NEWSLETTER

### JUNE 2020



## PERFORMANCE

### As of June 30, 2020

Current Invested Balance	\$9,671,601,669.74
Weighted Average Maturity (1)	31 Days
Weighted Average Maturity(2)	112 Days
Net Asset Value	1.000253
Total Number of Participants	927
Management Fee on Invested Balance	0.06%*
Interest Distributed	\$2,062,522.19
Management Fee Collected	\$484,688.74
% of Portfolio Invested Beyond 1 Year	8.59%
Standard & Poor's Current Rating	AAAm

### June Averages

Average Invested Balance	\$9,724,961,428.70
Average Monthly Yield, on a simple basis	0.1974%
Average Weighted Maturity (1)*	33 Days
Average Weighted Life (2)*	108 Days

#### Definition of Weighted Average Maturity (1) & (2)

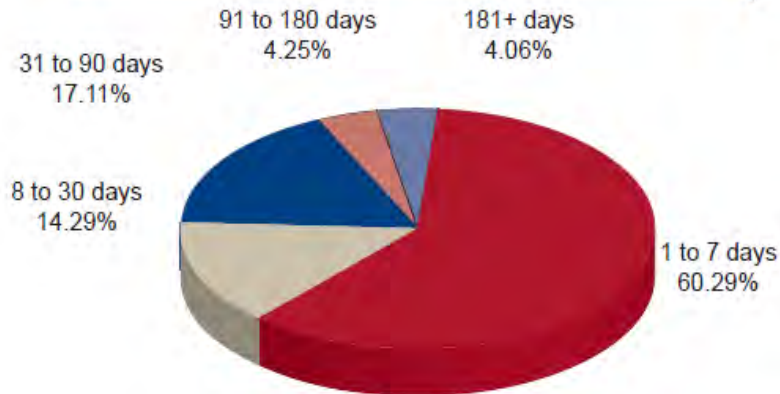
(1) This weighted average maturity calculation uses the SEC Rule 2a-7 definition for stated maturity for any floating rate instrument held in the portfolio to determine the weighted average maturity for the pool. This Rule specifies that a variable rate instruction to be paid in 397 calendar days or less shall be deemed to have a maturity equal to the period remaining until the next readjustment of the interest rate.

(2) This weighted average maturity calculation uses the final maturity of any floating rate instruments held in the portfolio to calculate the weighted average maturity for the pool.

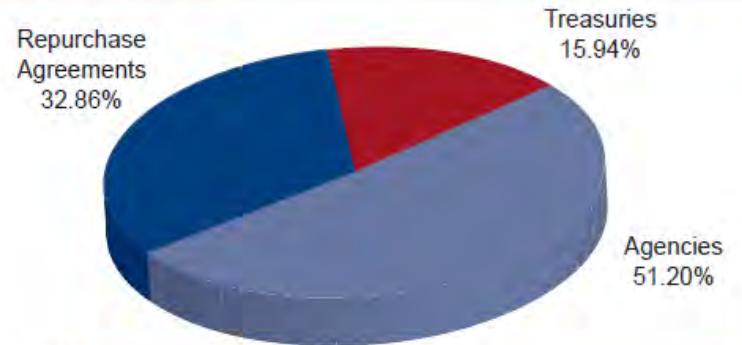
Rates reflect historical information and are not an indication of future performance.

## Information at a Glance

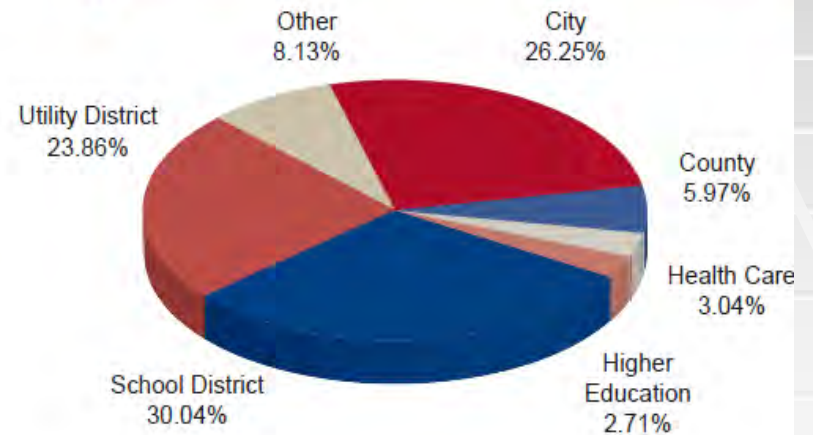
### Portfolio by Type of Investment As of March 31, 2020



### Distribution of Participants by Type As of March 31, 2020

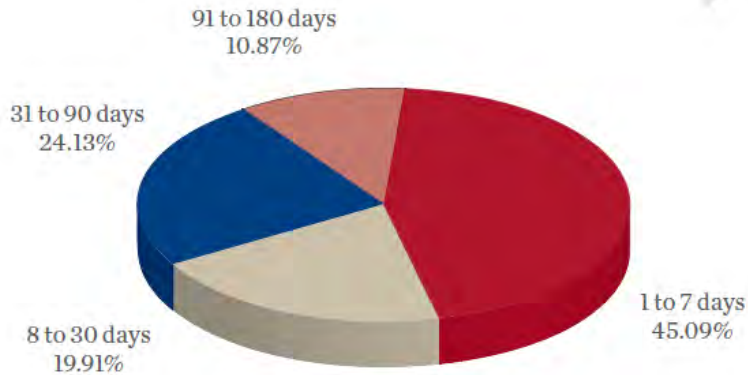


### Portfolio by Maturity As of March 31, 2020

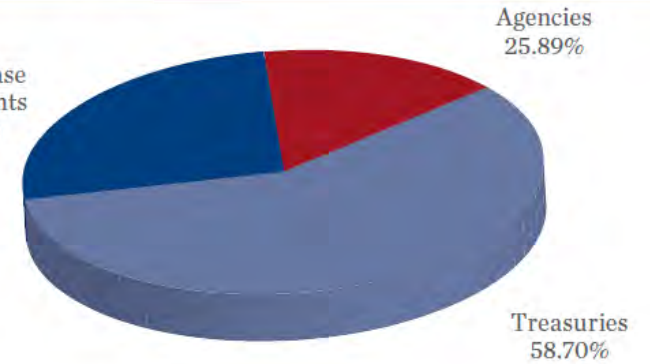


## INFORMATION AT A GLANCE

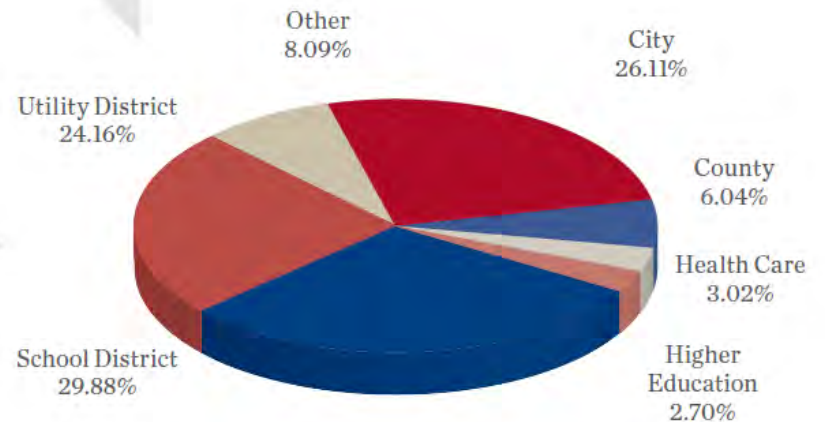
PORTFOLIO BY  
TYPE OF INVESTMENT  
AS OF JUNE 30, 2020



Repurchase  
Agreements  
15.41%



PORTFOLIO BY  
MATURITY  
AS OF JUNE 30, 2020



DISTRIBUTION OF  
PARTICIPANTS BY TYPE  
AS OF JUNE 30, 2020

## HISTORICAL PROGRAM INFORMATION

MONTH	AVERAGE RATE	BOOK VALUE	MARKET VALUE	NET ASSET VALUE	WAM (1)*	WAM (2)*	NUMBER OF PARTICIPANTS
Jun 20	0.1974%	\$9,671,601,669.74	\$9,674,049,521.47	1.000253	33	108	927
May 20	0.2444%	9,711,678,322.09	9,714,791,961.71	1.000320	29	103	924
Apr 20	0.4447%	9,402,508,666.82	9,406,011,209.34	1.000372	27	111	923
Mar 20	0.9570%	8,656,111,186.51	8,662,045,828.91	1.000685	27	108	922
Feb 20	1.5641%	9,669,676,298.74	9,671,875,580.06	1.000213	32	84	921
Jan 20	1.5514%	9,728,196,391.64	9,728,681,551.87	1.000027	33	96	920
Dec 19	1.5643%	8,550,355,101.35	8,550,086,726.49	0.999959	36	110	918
Nov 19	1.6177%	8,004,510,359.61	8,003,923,189.55	0.999918	30	109	917
Oct 19	1.8510%	8,148,867,422.02	8,148,521,034.89	0.999957	24	109	915
Sep 19	2.1065%	7,801,760,097.32	7,801,464,171.79	0.999962	22	113	912
Aug 19	2.1258%	8,162,241,291.21	8,162,120,700.72	0.999955	22	104	909
Jul 19	2.3883%	8,182,604,967.44	8,182,476,436.15	0.999984	13	92	908

## PORTFOLIO ASSET SUMMARY AS OF JUNE 30, 2020

	BOOK VALUE	MARKET VALUE
Uninvested Balance	\$ 176.52	\$ 176.52
Accrual of Interest Income	4,554,973.96	4,554,973.96
Interest and Management Fees Payable	(2,107,054.03)	(2,107,054.03)
Payable for Investment Purchased	0.00	0.00
Repurchase Agreement	1,489,672,999.97	1,489,672,999.97
Government Securities	8,179,480,573.32	8,181,928,425.05
<b>TOTAL</b>	<b>\$ 9,671,601,669.74</b>	<b>\$ 9,674,049,521.47</b>

# U.S. AGENCY INVESTMENTS

The federal government has established a number of different agencies and instrumentalities to channel funds to particular sectors of the economy. These institutions are known collectively as federally sponsored credit agencies. Not all government agency and instrumentality securities are widely traded, and some are inappropriate for cash management purposes by virtue of their price volatility or technical characteristics. Commonly used agency issues include:

- Federal National Mortgage Association (FNMA)
- Federal Home Loan Banks (FHLB)
- Federal Farm Credit Bank (FFCB)
- Federal Home Loan Mortgage Corporation (FHLMC)

These federally-sponsored credit agencies, as a group, issue about 20 percent of their debt with an original maturity of less than one year. They are in the market every day to borrow money on discount notes with maturities of less than 360 days up to final maturities of 30 years. Descriptions of these securities are shown in the glossary of this report.

Based upon cash flow forecasts, excess cash on any given day is invested. The yields on available investments are compared and if any agency security is to be purchased, the Treasurer's Office obtains bids from at least three broker/dealers who are registered with the District. The broker/dealers advise the District of available investment opportunities and their maturity dates. The investment officers determine if any available investments meet the cash flow needs of the District, and the securities are purchased from the broker/dealer with the best yield for the maturity period needed.

# REGISTERED BROKER/DEALERS

Broker/dealers currently registered with the District include:

Bank of America/ Merrill Lynch	Multi-Bank Securities, Inc.
Bank of New York/Mellon	Piper Jaffray & Co.
Blaylock Van LLC	Ramirez & Co.
Citigroup Global Markets	Raymond James & Associates Inc.
Deutsche Bank Securities (Alex Brown & Sons, Inc.)	Robert W. Baird & Co.
East West Bank	SAMCO Capital Markets
First Public, LLC (Lone Star)	Signature Bank
First Southwest Asset Management, Inc. (TexSTAR)	Stifel, Nicolaus & Co.
Frost National Bank	TexPool
FTN Financial	UBS Painewebber, Inc.
Independent Bank	Unity National Bank
JPMorgan Chase Bank	Wells Fargo Brokerage Services LLC
Morgan Stanley	

# INVESTMENT ADVISORY COMMITTEE

**Glenn Reed**

Interim Chief Financial Officer

**Sherrie H. Robinson**

Controller

**Rick Fairman**

Treasurer

**Jerome Senegal**

Morgan Stanley

**Erick Macha**

Hilltop Securities Inc.

**Roland Gonzalez**

Houston Port Authority

**Connie Niehaus**

Morgan Stanley

**Joe Gomez**

DNB Bank

# GLOSSARY

**Book Value**

The purchase price net of unamortized premium or discount as recorded on the general ledger (Books) of the District.

**Date of Purchase**

Date of initial investment.

**Final Maturity Value**

Par amount or what the security will pay when it matures.

**FNMA**

Federal National Mortgage Association (Fannie Mae), a federally chartered and stockholder-owned corporation, is the largest investor in home mortgages in the United States. FNMA provides funds to the mortgage market by purchasing mortgage loans from lenders. FNMA was originally incorporated in 1938 as a wholly-owned government corporation but the Housing and Urban Development Act of 1968 changed FNMA to a federally chartered corporation.

**FHLB**

Federal Home Loan Bank system, established in 1932, includes twelve Federal Home Loan Banks and their member institutions. The Federal Home Loan Banks are instrumentalities of the United States and under the supervision of the Federal Housing Finance Board.

**FFCB**

Federal Farm Credit Bank system provides credit and related services to farmers, ranchers, producers and harvesters of aquatic products, farm related businesses, agricultural cooperatives and rural utilities. FFCB system institutions are federally chartered under the Farm Credit Act of 1971 and are subject to regulation by a federal agency, the Farm Credit Administration.

**FHLMC**

Federal Home Loan Mortgage Corporation (Freddie Mac) is a publicly-held, government-sponsored enterprise created pursuant to the Federal Home Loan Mortgage Corporation Act of 1970. Freddie Mac's statutory mission is to provide stability in the secondary market for home mortgages, to respond appropriately to the private capital market and to provide ongoing assistance to the home mortgage secondary market.

**Market Value**

The amount of money you can get for the agency security, if you were to sell that security on a given date. Market value changes daily.

**Securities Called/Matured/Sold**

Agency securities matured on the maturity date or sold on a given date.

**Type of Agency**

Name of agency issuing the security.

**Executive Summary****Purpose:**

§2256 of the Government Code, commonly known as the Public Funds Investment Act, requires that the board-designated investment officers prepare and submit to the Board of Education, not less than quarterly, a written report of investment transactions for all funds covered by the act for the preceding quarter.

The investment report for the quarter ending June 30, 2020, for fiscal year 2019–2020 contains portfolio composition and maturity schedules for all funds, as well as beginning and ending book and market values for each fund's investments.

**Prerequisites:**

None

**Board Meeting Requirements:**

None