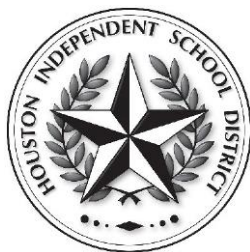


**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**Board of Education  
Meeting**

**February 10, 2022**

THE HOUSTON INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION

# Agenda Index

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| A. Superintendent's Priority Items   | G. Talent                             |
| B. Trustee Items                     | H. Business Operations                |
| C. Closed Session (Closed to Public) | I. Finance                            |
| D. Deputy Superintendent             | J. Other                              |
| E. School Offices                    | K. Policy                             |
| F. Academics                         | L. Superintendent's Information Items |

## MEMBERS OF THE BOARD OF EDUCATION

Judith Cruz, *President*  
Elizabeth Santos, *First Vice President*  
Kathy Blueford-Daniels, *Second Vice President*  
Sue Deigaard, *Secretary*  
Myrna Guidry, Esq., *Assistant Secretary*  
Dr. Patricia K. Allen  
Kendall Baker  
Dani Hernandez  
Bridget Wade

Millard House II, *Superintendent of Schools*

## BOARD OF EDUCATION AGENDA

February 10, 2022

### Table of Contents

#### A. SUPERINTENDENT'S PRIORITY ITEMS

- A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)
- A-2. Acceptance Of Update On The District's Strategic Plan
  - Strategic Plan Update - *New*
- A-3. Acceptance Of Board Monitoring Update: Presentation Of Constraint 1 Progress Measure 3
  - February 2022 CPM Update - *New*
  - February 2022 CPM Report - *New*

#### B. TRUSTEE ITEMS

- B-1. Appointment Of A Houston Independent School District Representative To The Tax Increment Reinvestment Zone 13 Board Of Directors
- B-2. Approval For The Board Of Education To Appoint Trustees To Serve As Representatives To Other Organizations For One-Year Or Multiyear Terms - *Revised*
  - 2022 Table of Appointments - *Revised*

#### C. CLOSED SESSION

- C-1. Personnel
  - a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive including the audit dashboard, and board members; evaluations of the 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, including Resignation Agreement and Full and Final Release for Carlotta Brown, former Madison High School Principal, chief officers, assistant superintendents, executive officers, and

other administrators, and, if necessary, approve waiver and release and compromise agreements.

- c. Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

## 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. 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.
- f. Legal Update on Special Education Accreditation Investigation.
- g. Consideration And Approval Of Settlement Agreement In The Matter Of Santy Enriquez V. Houston Independent School District; In The 234th Judicial District Court Of Harris County, Texas; Cause No. 2018-91257.

## C-3. Real Estate

- a. Sale
- b. Purchase
- c. Exchange
- d. Other
  - 1. Consideration and approval of authority to negotiate and execute agreements granting easements and encroachments along Quitman Street near Kattleson Elementary School, Marshall Middle School, and Northside High School to the Greater Northside Management District and Metro for the purpose of pedestrian and transit infrastructure enhancements.
  - 2. Consideration and approval of authority to negotiate and execute agreement with the City of Houston for the removal of land use restrictions



and reversionary interest placed on the previously conveyed Rufus Cage Elementary School property in exchange for payment of the fair market value of the property at the time of sale.

**D. DEPUTY SUPERINTENDENT**

**E. SCHOOL OFFICES**

**F. ACADEMICS**

F-1. Approval Of The 2022–2023 Academic Calendar

- 2022–2023 Academic Calendar - *New*

**G. TALENT**

G-1. Approval Of Certified Appraisers For The Teacher Appraisal And Development System For The School Year 2021–2022

- Explanatory Sheet

**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

- Purchase Requests - *Revised*

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

I-4. Approval Of The February General Fund Budget Amendment

- Executive Summary
- February 2022 Budget Amendment

I-5. Authority To Contract With Linebarger Goggan Blair & Sampson, LLP, For Delinquent Tax Collection Services

- Executive Summary
- Approval Of Law Firm

**J. OTHER**

**K. POLICY**

K-1. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*—Second Reading

- Explanatory Sheet
- AE(LOCAL), Second Reading - *Revised*
- Constraint 5 Methodology - *New*

K-2. Approval Of Proposed Revisions To Board Policies DN(LOCAL), *Performance Appraisal*, And DNA(LOCAL), *Performance Appraisal: Evaluation Of Teachers*—Second Reading - *New*

- Explanatory Sheet - *New*
- DN(LOCAL), Second Reading - *New*
- DNA(LOCAL), Second Reading - *New*

K-3. Approval Of the Establishment Of Board Policy EF(LOCAL), *Instructional Resources*—Second Reading - *New*

- Explanatory Sheet - *New*
- EF(LOCAL), Second Reading - *New*

K-4. Approval Of Proposed Deletion Of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*—Second Reading - *New*

- Explanatory Sheet - *New*
- EFA(LOCAL), Second Reading - *New*

K-5. Approval Of Proposed Deletion Of Board Policy EGA(LOCAL), *Curriculum Development: Innovative And Magnet Programs*—Second Reading - *New*

- Explanatory Sheet - *New*
- EGA(LOCAL), Second Reading - *New*

- K-6. Approval Of The Establishment Of Board Policy EHBj(LOCAL), *Special Programs: Innovative And Magnet Programs*—Second Reading - *New*
- Explanatory Sheet - *New*
  - EHBj(LOCAL), Second Reading - *New*
- K-7. Approval Of The Establishment Of Board Policy EMI(LOCAL), *Miscellaneous Instructional Policies: Study Of Religion*—Second Reading - *New*
- Explanatory Sheet - *New*
  - EMI(LOCAL), Second Reading - *New*
- K-8. Approval Of Proposed Revisions To Board Policy FFAA(LOCAL), *Wellness And Health Services: Physical Examinations*—Second Reading - *New*
- Explanatory Sheet - *New*
  - FFAA(LOCAL), Second Reading - *New*

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

- L-1. Debt Management Activity Report
- Executive Summary
  - Debt Management Activity Report
- L-2. Budget To Actual Report
- Executive Summary
  - Budget To Actual Report

### **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**

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

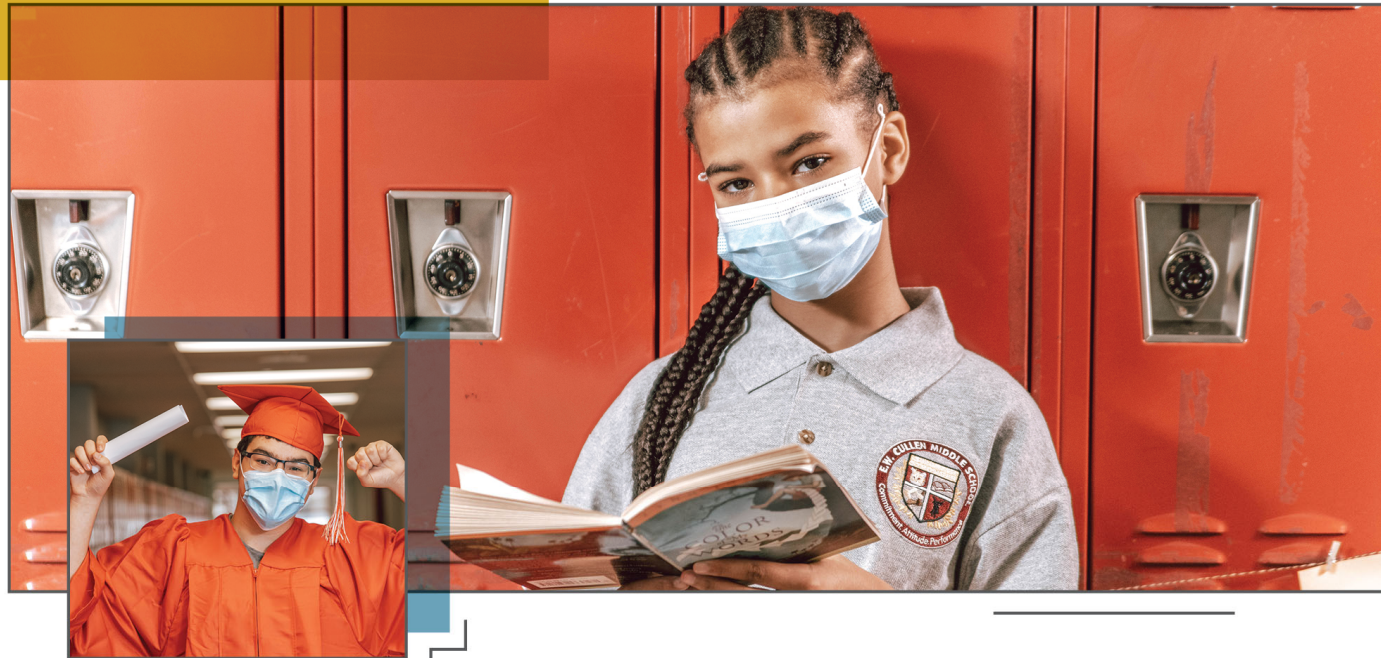
**SUBJECT: ACCEPTANCE OF UPDATE ON THE DISTRICT'S STRATEGIC PLAN**

The Houston Independent School District (HISD) Board of Education is asked to receive and accept an update on the status of the district's strategic plan. The strategic plan is centered on five priorities:

- Cultivating World-Class Talent at All Levels
- Providing Equitable Opportunities and Resources at Every School
- Promoting High-Quality Teaching and Learning
- Ensuring Great Schools and Programs in Every Community
- Delivering Effective Services and Supports to Students with Exceptional Needs

HOUSTON INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT MILLARD HOUSE II  
**STRATEGIC PLAN UPDATE**



# SUPERINTENDENT PRIORITIES



01

Cultivating World-Class Talent at All Levels

02

Providing Equitable Opportunities and Resources at Every School

03


Promoting High-Quality Teaching and Learning

04

Ensuring Great Schools and Programs in Every Community

05

Delivering Effective Services and Supports to Students with Exceptional Needs



# PRIORITY UPDATES

## Cultivating World-Class Talent at All Levels

- A new employee compensation plan will enable us to attract and retain talent at all levels.





# PRIORITY UPDATES

## Providing Equitable Opportunities and Resources at Every School

- A consistent staffing model implemented across all schools will ensure students receive the academic and non-academic supports they need to thrive.





# PRIORITY UPDATES

## Promoting High-Quality Teaching and Learning

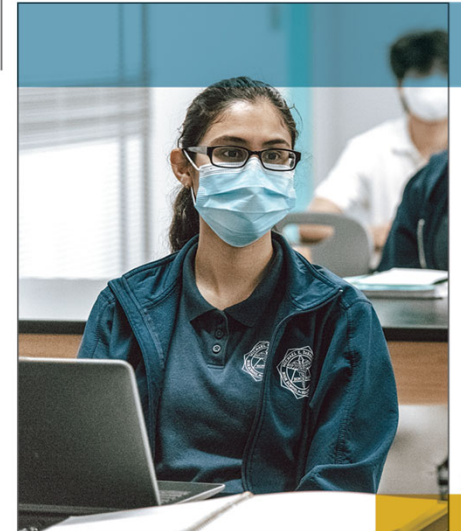
- Every child, in every school, will engage with grade level math, reading, and writing tasks from high quality instructional materials.



# PRIORITY UPDATES

## Ensuring Great Schools and Programs in Every Community

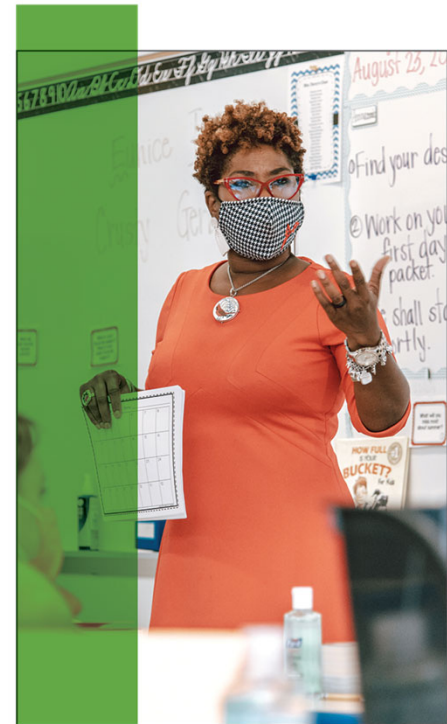
- Each child, family, and community will have a quality home school and options for pursuing special interests.



# PRIORITY UPDATES

## Delivering Effective Services and Supports to Students with Exceptional Needs

- We will improve communication with families, align services and supports to improve learning outcomes, and streamline systems that guarantee compliance.



## LOOKING AHEAD

Workshop on strategic plan  
scheduled for February 17<sup>th</sup>.

# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

**SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION  
OF CONSTRAINT 1 PROGRESS MEASURE 3**

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

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

Attached to this update are a presentation and report regarding constraints and constraint progress measures (CPMs). The following measures have new data this month:

**Constraint 1:** The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- CPM 1.3— The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

# Constraint 1 Progress Measure 3

*Date: 2/10/2022*



# Constraint 1

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The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

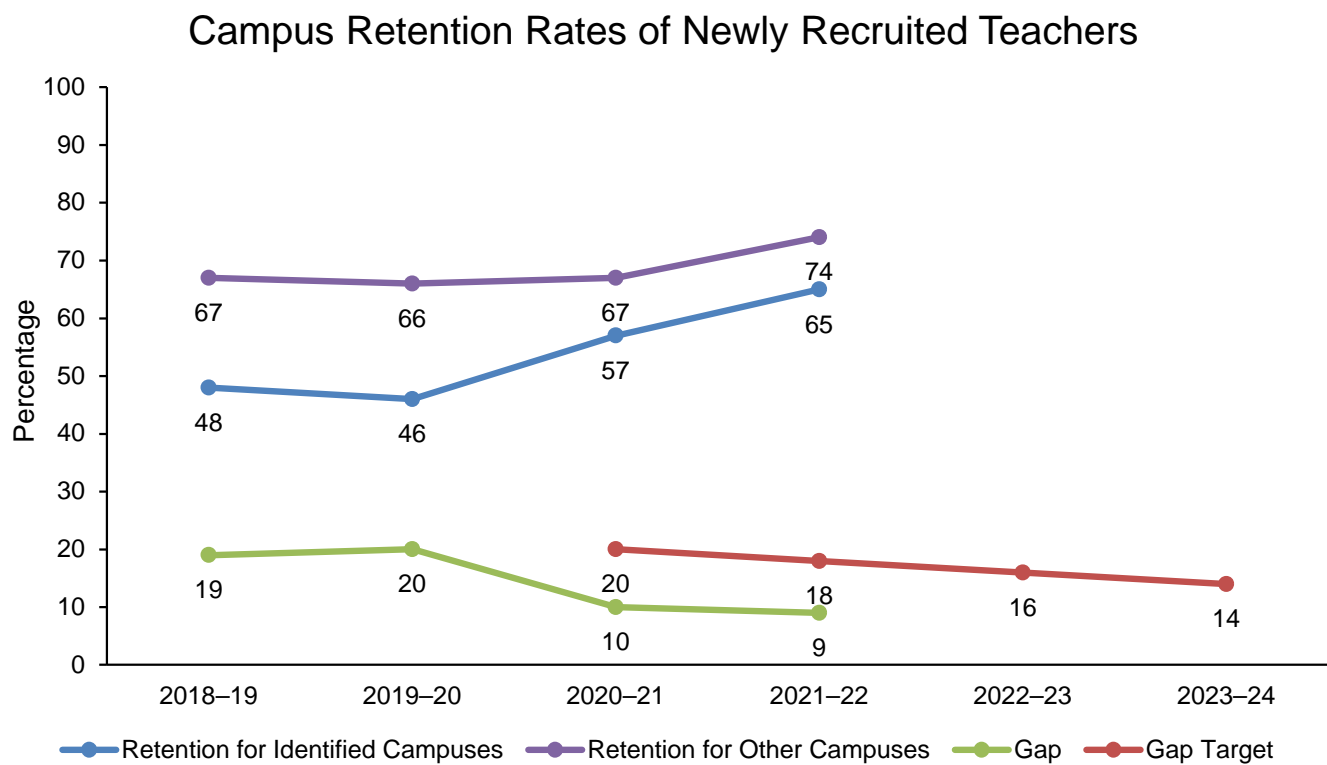
## Constraint Progress Measure 1.3

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The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.



# Campus Retention Rates of Newly Recruited Teachers



## Met Constraint

- First Year teacher retention rates increased for both identified and other campuses.

# Next Steps

---

- Utilize data to improve recruitment and hiring practices
- Updated, improved compensation plan for all employees
- Improving teacher talent pipelines

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you



# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Constraint Monitoring Report: February 2022

| Constraint 1<br>Strong Teacher Recruitment and Retention  |  |
|---|--|
| <b>Constraint 1</b>   |  |
| The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.  |  |
| <b>Superintendent's Response</b>  |  |
| As we complete the district's strategic plan, I am committed to ensuring we attract and retain world-class talent at all levels. New initiatives underway include utilizing data to improve recruitment and hiring practices, such as hiring candidates earlier and faster and communicating a compelling total value proposition to attract top candidates to work in HISD. Additionally, I will propose an updated, improved compensation plan so that all employee groups receive pay that is more competitive with surrounding districts. I will also address the district's hiring and retention needs by innovating and improving teacher talent pipelines. I have directed the Office of Talent to expand the Grow Your Own initiatives and adopt national best practices in teacher career pathway programming, providing opportunities for talented teachers to expand their impact to reach more students and provide mentorship to new teachers. |  |

## Constraint Monitoring Report: February 2022

| Constraint Progress Measure 1.3  |                                       | Evaluation                       |             |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
|--|---------------------------------------|----------------------------------|-------------|---------------------------------------|----------------------------------|---------|----------------|---------|----|----|----|--|---------|----|----|----|--|---------|----|----|----|----|---------|----|----|---|----|---------|--|--|--|----|---------|--|--|--|----|
| The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.  |                                       | Met Goal                         |             |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| <div><div>Campus Retention Rates of Newly Recruited Teachers</div><table><thead><tr><th>School Year</th><th>Retention for Identified Campuses (%)</th><th>Retention for Other Campuses (%)</th><th>Gap (%)</th><th>Gap Target (%)</th></tr></thead><tbody><tr><td>2018–19</td><td>48</td><td>67</td><td>19</td><td></td></tr><tr><td>2019–20</td><td>46</td><td>66</td><td>20</td><td></td></tr><tr><td>2020–21</td><td>57</td><td>67</td><td>10</td><td>20</td></tr><tr><td>2021–22</td><td>65</td><td>74</td><td>9</td><td>18</td></tr><tr><td>2022–23</td><td></td><td></td><td></td><td>16</td></tr><tr><td>2023–24</td><td></td><td></td><td></td><td>14</td></tr></tbody></table><div><div>Retention for Identified Campuses</div><div>Retention for Other Campuses</div><div>Gap</div><div>Gap Target</div></div></div> |                                       |                                  | School Year | Retention for Identified Campuses (%) | Retention for Other Campuses (%) | Gap (%) | Gap Target (%) | 2018–19 | 48 | 67 | 19 |  | 2019–20 | 46 | 66 | 20 |  | 2020–21 | 57 | 67 | 10 | 20 | 2021–22 | 65 | 74 | 9 | 18 | 2022–23 |  |  |  | 16 | 2023–24 |  |  |  | 14 |
| School Year  | Retention for Identified Campuses (%) | Retention for Other Campuses (%) | Gap (%)     | Gap Target (%)                        |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| 2018–19  | 48                                    | 67                               | 19          |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| 2019–20  | 46                                    | 66                               | 20          |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| 2020–21  | 57                                    | 67                               | 10          | 20                                    |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| 2021–22  | 65                                    | 74                               | 9           | 18                                    |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| 2022–23  |                                       |                                  |             | 16                                    |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| 2023–24  |                                       |                                  |             | 14                                    |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| Data Source  |                                       |                                  |             |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| HRIS Teacher Rosters   |                                       |                                  |             |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| Methodology  |                                       |                                  |             |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |
| <p>The gap is the gap in same campus, newly recruited teacher, one year retention rates between campuses identified with the highest five-year average turnover rate for new teachers and all other campuses. A newly recruited teacher that moves to a different campus in the district is not counted as retained. A list of the twenty-five identified campuses is provided on the next page.</p> <p>Calculation: <math>Retention\ Gap = \frac{\# \text{ of Retained 1st Year Teachers at Identified Campuses}}{\# \text{ of 1st Year Teachers at Identified Campuses}} - \frac{\# \text{ of Retained 1st Year Teachers at Other Campuses}}{\# \text{ of 1st Year Teachers at Other Campuses}}</math></p>   |                                       |                                  |             |                                       |                                  |         |                |         |    |    |    |  |         |    |    |    |  |         |    |    |    |    |         |    |    |   |    |         |  |  |  |    |         |  |  |  |    |

# HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

## Constraint Monitoring Report: February 2022

### Support Data

#### Identified Campuses

|                                    |                          |
|------------------------------------|--------------------------|
| Attucks Middle School              | Lawson Middle School     |
| Baylor College of Medicine Academy | Marshall Elementary      |
| Elmore Elementary School           | Milne Elementary         |
| Fondren Middle School              | Mitchell Elementary      |
| Gregory-Lincoln Ed Ctr             | North Forest High School |
| Hartsfield Elementary              | Oates Elementary         |
| Henry Middle School                | Paige Elementary         |
| H S Ahead Academy                  | Revere Middle School     |
| Highland Heights Elementary        | Thomas Middle School     |
| Hilliard Elementary                | Welch Middle School      |
| Holland Middle School              | Woodson School           |
| Kashmere High School               | Young Elementary         |
| Las Americas                       |                          |

- Used effective hiring workshops with identified campuses to help recruit and retain new teachers.
- Recruitment and retention stipends provided for harder to recruit areas.

Office of the Board of Education  
Board of Education Meeting of February 10, 2022

Judith Cruz, District VIII Trustee and President

**SUBJECT: APPOINTMENT OF A HOUSTON INDEPENDENT SCHOOL DISTRICT  
REPRESENTATIVE TO THE TAX INCREMENT REINVESTMENT ZONE  
13 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 a new two-year term of service on the indicated TIRZ board of directors:

- Deanna Espinosa Soria – TIRZ 13 (Old Sixth Ward): The term will expire in December 2023.

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 Deanna Espinosa Soria to the TIRZ 13 board of directors, effective February 11, 2022.

Office of the Board of Education  
Board of Education Meeting of February 10, 2022

Judith Cruz, District VIII Trustee and President

**SUBJECT: APPROVAL FOR THE BOARD OF EDUCATION TO APPOINT TRUSTEES TO SERVE AS REPRESENTATIVES TO OTHER ORGANIZATIONS FOR ONE-YEAR OR MULTIYEAR TERMS**

Members of the Houston Independent School District (HISD) Board of Education serve as representatives to various internal and external organizations. The HISD Board of Education is seeking approval to appoint trustees to these and other organizations for one-year or multiyear terms pursuant to BDB(LOCAL).

Regarding the HISD Public Facility Corporation (PFC), the directors have rotating three-year terms of office. It is recommended that Dani Hernandez be appointed to complete the Position 1 term that expires in March 2022 and to a new term that expires in 2025.

Regarding the Texas Association of School Boards (TASB) Board of Directors Region 4, Position D, the appointment is for an interim period ending with txEDCON—the Texas Association of School Administrators/TASB annual conference—on September 25, 2022. HISD Board of Education is announcing its intention for Myrna Guidry to fill this role. A separate agenda item will be presented during the TASB nomination cycle, which runs from April 30 to June 30, 2022, to make an appointment to complete the three-year term ending October 1, 2023.

A list of committees and appointments 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 approves the appointment of trustees to serve as representatives to other organizations for one-year or multiyear terms, effective February 11, 2022.



## HOUSTON INDEPENDENT SCHOOL DISTRICT BOARD OF EDUCATION 2022 BOARD COMMITTEE APPOINTMENTS

| Trustee                | Officer               | #1  | #2   | #3  |
|------------------------|-----------------------|---|--|---|
| Judith Cruz            | President             | Safety and Security Committee   |  |   |
| Elizabeth Santos       | First Vice President  | Audit Committee (term is 2022–2023)   | Council of Great City Schools  | Legislative Committee   |
| Kathy Blueford-Daniels | Second Vice President | Safety and Security Committee   | Harris County Appraisal District (HCAD) Board (term is 01/01/2021–12/31/2023)  |   |
| Sue Deigaard           | Secretary             | Audit Committee (term is 2022–2023)   | HISD Foundation  | Community Engagement Strategy Ad Hoc Committee  |
| Myrna Guidry           | Assistant Secretary   | Public Facility Corporation Board of Directors, Position 3 (term expires March 2021; new term expires March 2024) | Legislative Committee  | Texas Association of School Boards (TASB) Board of Directors, Region 4 Position D (term expires 2023) |
| Dr. Patricia K. Allen  |                       | Texas Association of School Boards (TASB) Alternate   | Public Facility Corporation Board of Directors, Position 2 (term expires March 2023)<br><del>Legislative Committee</del> |   |
| Kendall Baker          |                       | Gulf Coast Association of School Boards   |  |   |
| Dani Hernandez         |                       | Community Engagement Strategy Ad Hoc Committee  | Public Facility Corporation Board of Directors, Position 1 (term expires March 2025)                                     | Texas Association of School Boards (TASB) Delegate  |
| Bridget Wade           |                       | Audit Committee (term is 2022–2023)   | Community Engagement Strategy Ad Hoc Committee   | Legislative Committee   |

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Academics  
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF THE 2022–2023 ACADEMIC CALENDAR**

This item seeks approval of the Houston Independent School District (HISD) 2022–2023 Academic Calendar. The District Calendar Committee, comprised of stakeholders representing employees, parents, and community organizations, as well as the Superintendent Leadership Collaborative, advised the administration in the development of this year's academic calendar. In addition, feedback from the larger HISD community was solicited and considered in the creation of the final academic calendar draft.

The proposed academic calendar for school year 2022–2023 is attached for review.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is not aligned to a core initiative but is ministerial for compliance purposes only.

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the proposed 2022–2023 academic calendar, effective February 11, 2022.

# 2022-2023 Draft Academic Calendar Version B

Houston Independent School District

| July 2022 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    |    | 1  | 2  |
| 3         | 4  | 5  | 6  | 7  | 8  | 9  |
| 10        | 11 | 12 | 13 | 14 | 15 | 16 |
| 17        | 18 | 19 | 20 | 21 | 22 | 23 |
| 24        | 25 | 26 | 27 | 28 | 29 | 30 |
| 31        |    |    |    |    |    |    |

| August 2022 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 | 30 | 31 |    |    |    |

| September 2022 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | T  | F  | S  |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    |

| October 2022 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

| November 2022 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 |    |    |    |

| December 2022 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 | 31 |

| January 2023 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |

| February 2023 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 |    |    |    |    |

| March 2023 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 | 31 |    |

| April 2023 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         |    |    |    |    |    |    |

| May 2023 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 | 31 |    |    |    |

| June 2023 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 |    |

|  |  |   |  |
|--|--|---|--|
| <b>Key</b><br><div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 15px; height: 15px; background-color: #cccccc; border: 1px solid black; margin-right: 5px;"></div> Holidays </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 15px; height: 15px; background-color: #ffffff; border: 1px solid black; margin-right: 5px;"></div> Teacher Preparation Days (no students) </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; border: 1px solid black; border-radius: 50%; margin-right: 5px;"></div> Teacher Service Days (no students) </div> |  | <b>Holidays</b><br>September 5, 2022      Labor Day<br>October 5, 2022      Fall Holiday<br>November 21-25, 2022      Thanksgiving Break<br>December 22-January 4, 2023      Winter Break<br>January 16, 2023      MLK Day<br>March 13-17, 2023      Spring Break<br>March 31, 2023      Chavez-Huerta Day<br>April 7, 2023      Spring Holiday<br>April 21, 2023      Spring Holiday<br>May 29, 2023      Memorial Day |  |
| <b>School Day Start and End Times</b><br>7:30-3:00      Elementary<br>8:30-4:00      K-8 and Middle School<br>8:30-4:10      High School   |  |   |  |
| <b>Significant Dates</b><br>August 8, 2022      Teachers report to work<br>August 22, 2022      First day of school<br>December 21, 2022      Last day of first semester<br>January 9, 2023      First day of second semester<br>May 31, 2023      Last day of school for students<br>June 1, 2023      Last day for teachers  |  |   |  |

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Talent  
Jeremy Grant-Skinner, Chief Talent Officer

**SUBJECT: APPROVAL OF CERTIFIED APPRAISERS FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM FOR THE SCHOOL YEAR 2021–2022**

Annually, efforts are made to ensure that the district maintains qualified teacher appraisers who meet specific training and certification requirements and who are assigned to an appropriate position as indicated in DNA(REGULATION). The purpose of this agenda item is to seek board approval for those school-based individuals who have met the local appraiser recertification and certification requirements to appraise teachers for the school year 2021–2022. The list of certified appraisers is on file in the office of Performance Management.

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 certified appraisers for the Teacher Appraisal and Development System for the school year 2021–2022, effective February 11, 2022.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

| AGENDA ITEM  | Title (SUBJECT)   | SCHEDULED MEETING |
|--|---|-------------------|
| G-1  | Approval of certified appraisers for the Teacher Appraisal and Development System for the school year 2021–2022 | February 10, 2022 |
| <b>INITIATED BY:</b> Talent – Jeremy Grant-Skinner, Chief Talent Officer   |   |                   |
| <p><b>BACKGROUND:</b> In order to serve as an appraiser in our locally developed Teacher Appraisal and Development System (TADS), campus-based employees must fall within specific job titles outlined in DNA(REGULATION). Those job titles include:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Dean</li> <li>• Instructional Specialist</li> <li>• Curriculum Specialist</li> <li>• Teacher Specialist</li> <li>• Instructional Coordinator</li> <li>• Teacher Coordinator</li> <li>• Title I Coordinator</li> <li>• Magnet Coordinator</li> </ul> <p>To obtain initial certification in TADS, appraisers complete a 30-hour training course and must pass a certification assessment. Periodic recertification is required as per DNA(LOCAL). The most recent recertification of appraisers took place in summer 2019. The most recent initial certification for new appraisers took place in November 2021.</p> |   |                   |
| <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.</p>   |   |                   |
| <p><b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> This item requires consultation.</p>   |   |                   |

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

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 February 11, 2022.

**Approval of Purchase Over \$100,000  
Recommended for 2/10/2022 Board Agenda**

|  |  |
|--|--|
| <b>Project Information</b>                 | 21-04-01 - RFQ / E-Rate Consultant Services – (Teer) – (CIO)   |
| <b>Project Description</b>                 | The purpose of this project is to obtain consultant services related to E-Rate program matters for the Information Technology Department. Based on annual appropriations, the projected expenditure is not to exceed \$750,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFx's Sent/Viewed/Received</b>          | 1492/75/4  |
| <b>Project Term</b>                        | The project term is from February 11, 2022, through February 10, 2023, with four annual renewals, not to extend beyond February 10, 2027.  |
| <b>Amount not to Exceed (Project Term)</b> | \$750,000  |

| <b>Budget Information</b> |                  |                 |
|---------------------------|------------------|-----------------|
| Fund                      | 1993000000       | Fund            |
| Cost Center               | 1050802000       | Cost Center     |
| Functional Area           | AD35990000000000 | Functional Area |
| General Ledger            | 6291000000       | General Ledger  |
| I/O                       |                  | I/O             |

| <b>Recommended Vendor(s) for Approval</b> |                         |                 |
|---|-------------------------|-----------------|
| <b>Name</b>                               | <b>M/WBE Commitment</b> | <b>Location</b> |
| CSM Consulting, Inc.                      | RFQ-25%                 | O               |

**Approval of Purchase Over \$100,000**  
**Recommended for 2/10/2022 Board Agenda**

|  |  |
|--|--|
| <b>Project Information</b>                 | 22-07-19 – RFP / Benefits Administration – (Wright) – (CTO)  |
| <b>Project Description</b>                 | The purpose of this project is to obtain a third-party administrator for benefits administration and support for the district. Based on annual appropriations, the projected expenditure is not to exceed \$11,500,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFX's Sent/ Viewed/ Received</b>        | 43/19/12   |
| <b>Project Term</b>                        | The project term is from November 1, 2022, through December 31, 2023, with four annual renewals, not to extend beyond December 31, 2027.   |
| <b>Amount not to Exceed (Project Term)</b> | \$11,500,000   |

| <b>Budget Information</b> |                  |                 |                 |
|---------------------------|------------------|-----------------|-----------------|
| Fund                      | 7530000000       | Fund            | Fund            |
| Cost Center               | 3770804000       | Cost Center     | Cost Center     |
| Functional Area           | AD41990000000000 | Functional Area | Functional Area |
| General Ledger            | 6299000000       | 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> |
| Empyrean Benefit Solutions, Inc.          | 35.76%                  | H               |



**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 2/10/2022 Board Agenda**

|  |  |
|--|--|
| <b>Project Information</b>                 | 22-01-01-01 – Cooperative / Software, Accessories, and Supplies – (Scherer) – (CAO)  |
| <b>Project Description</b>                 | The purpose of this cooperative project is to obtain technology supplies, software, and accessories to be utilized by students in career and technical education programs aligned with state accountability and certification requirements. Based on annual appropriations, the projected expenditure is not to exceed \$6,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 661-22 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFx's Sent/Viewed/ Received</b>         | N/A  |
| <b>Project Term</b>                        | The project term is from February 11, 2022, through December 31, 2022, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond December 31, 2024.   |
| <b>Amount not to Exceed (Project Term)</b> | \$6,000,000  |

| <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> |
| JourneyEd.com, Inc., dba Academic Superstore | N/A                     | T               |

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 2/10/2022 Board Agenda**

|  |  |
|--|--|
| <b>Project Information</b>                 | 22-01-06-04 – Cooperative / Recruiting Firm for Finance Professionals – (Padilla) – (CFO)  |
| <b>Project Description</b>                 | The purpose of this cooperative project is to assist the district with the recruitment of qualified candidates for financial and other administrative positions districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$450,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 21/063SG-06 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFx's Sent/Viewed/ Received</b>         | N/A  |
| <b>Project Term</b>                        | The project term is from February 11, 2022, through August 17, 2022, with three annual renewals, if Choice Partners executes its project renewal options, not to extend beyond August 17, 2025.  |
| <b>Amount not to Exceed (Project Term)</b> | \$450,000  |

| <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> |
| Robert Half International, Inc.           | N/A                     | O               |

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 2/10/2022 Board Agenda**

|  |   |
|--|---|
| <b>Project Information</b>                 | 22-02-05-09 – Cooperative / Emergency and Specialty Vehicles, Equipment and Accessories, and Any Related Equipment, Supplies, and Services – (Contreras) – (DS)   |
| <b>Project Description</b>                 | The purpose of this cooperative project is to obtain emergency and specialty vehicles, equipment and accessories, and any related equipment, supplies, and services for the department of School Choice, specifically the purchase of a Mobile Enrollment Unit (MEU). The MEU will be used to increase districtwide enrollment opportunities and community involvement events. Based on annual appropriations, the projected expenditure is not to exceed \$400,000 for the duration of the project. This is a cooperative agreement with OMNIA Partners utilizing project number 128867 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFx's Sent/Viewed/Received</b>          | N/A   |
| <b>Project Term</b>                        | The project term is from February 11, 2022, through May 31, 2022, with one annual renewal, if OMNIA Partners executes its project renewal options, not to extend beyond May 31, 2023.   |
| <b>Amount not to Exceed (Project Term)</b> | \$400,000   |

| <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> |
| Farber Specialty Vehicles, Inc.           | I                       | O               |

**Approval of Cooperative Purchase Over \$100,000  
Recommended for 2/10/2022 Board Agenda**

|  |  |
|--|--|
| <b>Project Information</b>                 | 22-09-06-01 - Cooperative / Theatrical Supplies and Equipment - (Jackson) – (CAO)  |
| <b>Project Description</b>                 | The purpose of this cooperative project is to obtain theatrical supplies and equipment districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$12,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 655-21 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFX's Sent/Viewed/Received</b>          | N/A  |
| <b>Project Term</b>                        | The project term is from February 11, 2022, through November 30, 2022, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2024.   |
| <b>Amount not to Exceed (Project Term)</b> | \$12,000,000   |

| <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> |
| A V Pro, Inc.   | N/A                     | T               |
| Adorama, Inc.   | N/A                     | OT              |
| Big House Sound, Incorporated, dba Big House Sound                                | N/A                     | T               |
| iStudio Projects, Inc.  | N/A                     | H               |
| MG Xtreme Electronics & Accessories, LLC  | N/A                     | T               |
| McCormick's Group, LLC  | N/A                     | OT              |
| Monoprice, Inc.   | N/A                     | OT              |
| NSEC, LLC, dba National Stage Equipment Company                                   | N/A                     | T               |
| Omega Broadcast & Cinema, LP  | N/A                     | T               |
| Performing Arts Supply Co., Inc.  | N/A                     | H               |
| Pure Lighting Company, Inc.   | N/A                     | OT              |
| Gypsy Queen, LLC, dba Rose Costumes   | N/A                     | T               |
| TREX Commercial Products, Inc., dba Trex Commercial Products and Staging Concepts | N/A                     | OT              |
| Techland Houston /CostumeWorx, LLC  | N/A                     | H               |

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 2/10/2022 Board Agenda**

|  |   |
|--|---|
| <b>Project Information</b>                 | 22-12-06-54 – Cooperative / Purchase, Maintenance, and Repair of Generators - (Garcia) – (COO)  |
| <b>Project Description</b>                 | The purpose of this cooperative project is to purchase, inspect, maintain, and repair generators districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$400,000 for the duration of the project. This is a cooperative agreement with Sourcewell utilizing cooperative project number 120617 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFX's Sent/Viewed/Received</b>          | N/A   |
| <b>Project Term</b>                        | The project term is from February 11, 2022, through January 29, 2023, with no remaining renewals.   |
| <b>Amount not to Exceed (Project Term)</b> | \$400,000   |

| <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> |
| Mustang Machinery Company, LLC, dba Mustang CAT              | N/A                     | H               |
| Cummins Southern Plains, LLC, dba Cummins Sales and Services | N/A                     | T               |
| Loftin Equipment Co.   | N/A                     | OT              |

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/10/2022 Board Agenda**

|  |   |
|--|---|
| <b>Project Information</b>                 | 17-02-02 – RFP / Supplemental Curriculum and Materials – (Svitek) – (CAO) – NTE Increase  |
| <b>Project Description</b>                 | This project was originally approved by the Board of Education on August 10, 2017. The purpose of this project amendment is to request an increase to the spending limit authorization to purchase supplemental curriculum materials and related items districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$145,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFX's Viewed/ Received</b>              | N/A   |
| <b>Project Term</b>                        | The project term is from October 1, 2017, through September 20, 2018, with four annual renewals after the initial project term, not to extend beyond December 30, 2022.   |
| <b>Amount not to Exceed (Project Term)</b> | \$145,000,000   |

| <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> |
| Accelerate Learning, Inc.   | C-D                     | O               |
| American Reading Company  | A-100%                  | O               |
| Amplify Education, Inc.   | C-D                     | O               |
| Apex Learning, Inc.   | C-D                     | O               |
| Arte Publico Press-University of Houston                          | NP-0%                   | H               |
| Asteria Learning Inc. dba ECS Learning System/Prepworks/TestSmart | C-D                     | T               |
| Attainment Company, Inc.  | C-D                     | O               |
| Baker & Petsche Publishing, LLC, dba Math Warm-Ups.com            | C-D                     | O               |
| Benchmark Education Company, LLC                                  | C-D                     | O               |
| Carnegie Learning, Inc.   | C-D                     | O               |
| Center for Collaborative Classroom                                | NP-0%                   | O               |
| Ceramic Store of Houston, LLC                                     | A-100%                  | H               |
| Chicken Soup for the Soul, LLC                                    | B-20%                   | O               |

| Recommended Vendor(s) for Approval  |                  |          |
|---|------------------|----------|
| Name  | M/WBE Commitment | Location |
| <b>17-02-02 – RFP / Supplemental Curriculum and Materials (continued)</b> |                  |          |
| College Board   | NP-0%            | O        |
| Committee for Children  | NP-0%            | O        |
| CompuScholar, Inc.  | A-100%           | O        |
| Comuniquemos, Inc.  | B-20%            | H        |
| Cosenze & Associates, LLC   | C-D              | H        |
| Coughlan Companies, Inc., dba Capstone                                    | C-D              | O        |
| Crisis Prevention Institute, Inc.   | C-D              | OT       |
| C-Stem Teacher and Student Support Services, Inc.                         | NP-0%            | H        |
| Curriculum Associates, Inc.   | C-1%             | O        |
| Edmentum, Inc.  | C-D              | O        |
| Education Concepts, LLC   | A-100%           | H        |
| Education IDEAS Inc. dba Ballard & Tighe Publishers                       | C-4%             | O        |
| Eric Armin, Inc., dba EAI Education                                       | C-D              | O        |
| Eric Russell Cork dba International Write Now, Inc.                       | A-100%           | H        |
| Estrellita, Inc.  | C-1%             | O        |
| Follet School Solutions, Inc.   | C-D              | O        |
| Frog Street Press, Inc.   | C-D              | T        |
| Gateway Education Holding, LLC, dba Savvas Learning Company, LLC          | C-D              | OT       |
| GL Group, Inc., dba Booksource  | C-10%            | O        |
| Greenwood Publishing Group, LLC, dba Heineman Educational Books           | C-D              | O        |
| Hand2Mind, Inc.   | C-D              | O        |
| Houghton Mifflin Harcourt Publishing Company dba Math Solutions; ICLE     | C-D              | O        |
| Houston A+ Challenge, Inc., dba Houston A+ Challenge                      | NP-0%            | H        |
| Imagination Station, Inc., dba IStation                                   | C-D              | OT       |
| IXL Learning, Inc.  | C-D              | O        |
| Jarrett Publishing Company  | B-20%            | O        |
| Jigsaw Learning dba Teachtown   | C-D              | O        |
| John Wiley & Sons, Inc.   | B-20%            | O        |
| Kamico Instructional Media, Inc.  | A-100%           | T        |
| Lakeshore Equipment Company, Inc., dba Lakeshore Learning Materials       | C-1%             | OT       |
| Lead4Ward, LLC  | C-D              | OT       |
| Learn-Ed dba Edusmart   | C-D              | O        |
| Lectura Inc. dba The Latino Family Literacy Project, dba Lectura Books    | A-100%           | O        |
| Lee & Low Books, Inc, dba Bebop Books                                     | A-100%           | O        |

| Recommended Vendor(s) for Approval  |                  |          |
|---|------------------|----------|
| Name  | M/WBE Commitment | Location |
| <b>17-02-02 – RFP / Supplemental Curriculum and Materials (continued)</b>   |                  |          |
| Lone Star Learning Sales & Marketing, Inc., dba Lone Star Learning  | A-100%           | T        |
| Math GPS, LLC   | A-100%           | T        |
| MBR, Inc., dba Advanced Graphics  | C-D              | T        |
| McGraw-Hill Education, Inc., dba McGraw Hill, LLC   | C-D              | O        |
| Mentoring Minds, LP   | A-100%           | O        |
| Muses3, LLC dba Education Muses, LLC  | A-100%           | O        |
| Nasco Education, LLC  | C-D              | O        |
| Okapi Educational Publishing, Inc.  | B-25%            | O        |
| Origo Education, Inc.   | C-D              | O        |
| PCS Education Systems, Inc., dba PCS Edventures dba Thrust-UAV  | C-D              | O        |
| Perfection Learning Corp.   | C-D              | O        |
| Peoples Education, Inc.   | C-16%            | O        |
| QEP Professional Books, Inc., dba QEP Professional Books  | C-10%            | O        |
| Rally Education, LLC  | C-1%             | O        |
| Really Good Stuff, LLC  | C-D              | O        |
| Richard C. Owen Publisher, Inc.   | C-1%             | O        |
| SDI Innovations, Inc. dba School Datebooks  | C-1%             | O        |
| Saddleback Educational, Inc.  | A-100%           | O        |
| Scholastic, Inc.  | C-D              | O        |
| Scientific Minds, LLC   | A-100%           | T        |
| Shmoop University, Inc.   | C-D              | O        |
| Social Studies School Service dba Interact; Good Year Books; The Center for Learning; MindSparks, Nystrom Education Classroom Health Resources; School Counselor Resources; The Writing Company | C-D              | O        |
| Steps to Literacy, LLC  | C-D              | O        |
| Summit K12 Holdings, Inc.   | C-10%            | O        |
| Sundance-Newbridge, LLC   | B-20%            | O        |
| Teacher Created Materials, Inc.   | A-100%           | O        |
| The W. Oscar Neuhaus Memorial Foundation dba Neuhaus Education Center   | NP-0%            | O        |
| Texas STAAR Publishing, LLC   | B-20%            | H        |
| Vontoure Learning, LLC  | A-100%           | H        |
| Voyager Sopris Learning   | C-D              | H        |
| World Book, Inc.  | C-2%             | O        |
| Zaner-Bloser, Inc.  | C-D              | O        |



**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/10/2022 Board Agenda**

|  |   |
|--|---|
| <b>Project Information</b>                 | 18-06-10-04 – Cooperative / Snacks and Beverages – (Alatorre) – (COO) – NTE Increase  |
| <b>Project Description</b>                 | This project was originally approved by the Board of Education on August 9, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization to secure supplemental snack items for the Nutrition Services Department. Based on annual appropriations, the projected expenditure is not to exceed \$2,400,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 18-052TJ in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFX's Sent/ Viewed/ Received</b>        | N/A   |
| <b>Project Term</b>                        | The project term is from August 10, 2018, through July 31, 2019, with three annual renewals, if Choice Partners executes its project renewal options, not to extend beyond July 31, 2022.   |
| <b>Amount not to Exceed (Project Term)</b> | \$2,400,000   |

| <b>Budget Information</b> |                  |                 |                  |                 |                                    |
|---------------------------|------------------|-----------------|------------------|-----------------|------------------------------------|
| Fund                      | 2400010000       | Fund            | 2400010000       | Fund            | Various Schools and/or Departments |
| Cost Center               | 1040832000       | Cost Center     | 1040833000       | Cost Center     |                                    |
| Functional Area           | AD35990000000000 | Functional Area | AD35990000000000 | Functional Area |                                    |
| General Ledger            | 6341000100       | General Ledger  | 6399000000       | 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> |
| The Masters Distribution Systems Company, Inc. | N/A                     | T               |
| MinMor Industries, LLC, dba Notables           | N/A                     | OT              |

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/10/2022 Board Agenda**

|  |   |
|--|---|
| <b>Project Information</b>                 | 19-11-20 – RFP / Family and Adult Enrichment Activities – (Svitek) – (CAO) – Term Extension   |
| <b>Project Description</b>                 | This project was originally approved by the Board of Education on March 21, 2019. The purpose of this project amendment is to request a 90-day extension, with no additional increase in funding, to obtain instruction, training, and presentations to parents, families, or caregivers of students enrolled in the district. 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>              | N/A   |
| <b>Project Term</b>                        | The project term is from March 22, 2019, through March 21, 2020, with two annual renewals, not to extend beyond June 21, 2022.  |
| <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> |
| 4.0 GPA, LLC   | A-100%                  | H               |
| Alar Institute, Inc.   | A-100%                  | H               |
| Dr. Hope Consulting, Training, and Educational Services, LLC                       | C-D                     | H               |
| Rachael Diane Olmos-/Guzman dba GO Strategic Consulting & Management Services, LLC | A-100%                  | H               |
| Grow Minds Consulting, LLC   | B-25%                   | H               |
| Kamico Instructional Media, Inc.   | A-100%                  | T               |
| Keschia Matthews dba The K.N.E.W. Solutions  | A-100%                  | OT              |
| Leetris Systems, LLC   | A-100%                  | T               |

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/10/2022 Board Agenda**

|  |   |
|--|---|
| <b>Project Information</b>                 | 22-08-12-01 – Cooperative / Instructional Materials and Classroom Teaching Supplies and Equipment – (Jackson) – (CAO) – Additional Vendor(s)  |
| <b>Project Description</b>                 | This project was originally approved by the Board of Education on January 13, 2022. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to obtain instructional materials, products, and services, not limited to special-education materials, technology equipment, supplies, professional development services, and a full line of related districtwide general classroom supplies/equipment for the Academics Department. This is a cooperative agreement with the BuyBoard utilizing cooperative project number 653-21 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFx's Sent/Viewed/Received</b>          | N/A   |
| <b>Project Term</b>                        | The project term is from February 10, 2022, through October 31, 2022, with two annual renewals, if BuyBoard executes its project renewal options, not to extend beyond October 31, 2024.  |
| <b>Amount not to Exceed (Project Term)</b> | N/A   |

| <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> |
| Lab Resources, Inc.                       | N/A                     | T               |

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/10/2022 Board Agenda**

|  |  |
|--|--|
| <b>Project Information</b>                 | 16-10-53-A – RFP / College and Career Readiness – (Scherer) – (CAO) – Vendor Name Change   |
| <b>Project Description</b>                 | This project was originally approved by the Board of Education on June 14, 2018. The purpose of this project amendment is to change the name of an awarded vendor. Kaplan, Inc., dba Kaplan Test Prep and/or Kaplan Higher Education Corporation (Precollege), a division of Kaplan, Inc., has changed its business name to Kaplan, Inc., dba Kaplan North America, LLC. The purpose of this project is to purchase Career and Technical Education materials and services districtwide. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL). |
| <b>RFX's Sent/Viewed/ Received</b>         | N/A  |
| <b>Project Term</b>                        | The project term is from July 1, 2018, through June 30, 2019, with four annual renewals, not to extend beyond September 30, 2022.  |
| <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> |
| Kaplan, Inc., dba Kaplan North America, LLC | C-D                     | O               |

**Code Legend****M/WBE - Minority and Women Business Enterprise Notations**

- (A) - Certified M/WBE firm; if listed as A-100% indicates an M/WBE firm; if listed as A->100% the awardee will subcontract with an M/WBE firm(s).
- (B) - Non-M/WBE firm; who will subcontract the indicated percentage with an M/WBE firm(s) to meet or exceed the District's goal.
- (C) - Non-M/WBE firm; if listed as C-<%, the awardee will subcontract with an M/WBE firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

**Other Status Options**

(NP-0%) - Non-profit

**LOC – Location**

Houston (H); Texas (T); Out of State (O); Out of State with Local Office (OT).

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

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 February 11, 2022.

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

| Donor   | Receiving School/ Department  | Donation Disbursement                  | Total Value of Donation |
|---|---|--|-------------------------|
| Houston Independent School District (HISD) Foundation | Baylor College of Medicine Academy, Booker T. Washington High School (HS), Cesar Chavez HS, DeBakey HS for Health Professions, Lamar HS, Sharpstown HS, Wisdom HS | Student Resilience Ambassadors Project | \$10,250                |

The HISD Foundation has donated \$10,250 in awards to seven schools for their 2021–2022 Student Resilience Ambassadors projects. Award recipients were announced at the National Wildlife Federation Houston Resilience Design Challenge and Youth Leadership Summit. There were two award categories: \$7,000 for Student Resilience Ambassadors award recipients (with two award recipients) and \$3,250 for winners of the Resilience Design Challenge (with five award recipients). The specific breakdown and receiving campuses are indicated in the table below. Funds will be used to implement project activities. This donation may only be used for the intended purpose.

| Award                          | High School                        | Amount  |
|--------------------------------|------------------------------------|---------|
| Student Resilience Ambassadors | Booker T. Washington               | \$3,500 |
| Student Resilience Ambassadors | Wisdom HS                          | \$3,500 |
| Resilience Design Challenge    | Cesar Chavez HS                    | \$750   |
| Resilience Design Challenge    | Lamar HS                           | \$750   |
| Resilience Design Challenge    | Sharpstown HS                      | \$650   |
| Resilience Design Challenge    | DeBakey HS for Health Professions  | \$550   |
| Resilience Design Challenge    | Baylor College of Medicine Academy | \$550   |

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

| Donor         | Receiving School/ Department                                  | Donation Disbursement        | Total Value of Donation |
|---------------|---|------------------------------|-------------------------|
| HSPVA Friends | Kinder High School for the Performing and Visual Arts (HSPVA) | Extra Duty Pay, Overtime Pay | \$7,772                 |

HSPVA Friends has donated \$7,772 to Kinder HSPVA for extra duty and overtime pay for staff that worked on the Kinder HSPVA's all-school production of the musical *Hairspray*. Auditions and rehearsals started in August 2021 and the musical ran October 21–31, 2021. This donation may only be used for the intended purpose.

|                |           |                        |         |
|----------------|-----------|------------------------|---------|
| Icon MIDSTREAM | Wisdom HS | Supplies and Materials | \$5,000 |
|----------------|-----------|------------------------|---------|

Icon MIDSTREAM has donated \$5,000 to Wisdom HS for the welding program. The funds are to be used to purchase competition t-shirts, awards (such as medals and trophies), supplies for projects and competition, or any other items needed for the school's welding program. All students enrolled in welding classes will benefit from this donation. This donor has a history of supporting the school's welding program. This donation may only be used for the intended purpose.

|                      |              |  |         |
|----------------------|--------------|--|---------|
| LULAC Institute Inc. | Northside HS | Curriculum Supplies, Stipends, and Field Trips | \$5,000 |
|----------------------|--------------|--|---------|

LULAC Institute Inc. has donated \$5,000 to Northside HS to implement the Conexiones Program. The Conexiones Program is designed to train, motivate, and inspire young adults to succeed in the technology sector. Students will build the skills necessary to become potential employees in an ever-changing technology landscape and job market. Funding may be used to execute the Conexiones curriculum, for workshop supplies, teacher stipends to support technology needs for students, afterschool activities, staff support, and approved field trips as needed. LULAC Institute Inc. has a history of providing academic support to Northside HS. This donation may only be used for the intended purpose.



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

| Donor   | Receiving School/ Department     | Donation Disbursement           | Total Value of Donation |
|---|----------------------------------|---------------------------------|-------------------------|
| Momentum Education  | Yates HS                         | Mentoring Services              | \$10,000 In-kind        |
| Momentum Education will provide an in-kind donation valued at \$10,000 to Yates HS for mentoring services. The in-kind services will offer college advising and mentoring for 40 students in the 9th and 10th grades. The timeline for these services is February 2022–May 2023. This donation may only be used for the intended purpose.   |                                  |                                 |                         |
| Top Ladies of Distinction   | MacGregor Elementary School (ES) | Supplies and Materials          | \$9,497 In-kind         |
| Top Ladies of Distinction has made an in-kind donation valued at \$9,497.00 to MacGregor ES. The donation consists of library books valued at \$6,997 and gardening supplies valued at \$2,500. Top Ladies of Distinction provides donations and support to the community in the MacGregor ES area. This donation may only be used for the intended purpose.  |                                  |                                 |                         |
| United for College Success (UFCS), Inc.   | College and Career Readiness     | Program Activities and Services | \$114,912 In-kind       |
| UFCS, Inc., will provide an in-kind donation of college readiness advising and outreach services. The donated project activities will be geared towards tracking, assessing, and re-engaging HISD alumni from the classes of 2020 and 2021. Four hundred HISD alumni, identified as disconnected from college and/or sustaining work, will be connected to new postsecondary opportunities (including college degree programs), workforce training, and/or gainful employment. The timeline of services provided by UFCS is February 2022–November 2023. This donation may only be used for the intended purpose. |                                  |                                 |                         |

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

| Donor                  | Receiving School/ Department     | Donation Disbursement  | Total Value of Donation |
|------------------------|----------------------------------|------------------------|-------------------------|
| U.S. Soccer Foundation | M.C. Williams Middle School (MS) | Supplies and Materials | \$100,000 In-kind       |

The U.S. Soccer Foundation has made an in-kind donation of supplies and materials valued at \$100,000 to M.C. Williams MS through the foundation's Its Everyone's Game and Safe Places to Play program. The U.S. Soccer Foundation contacted the district regarding this nationwide program that supports every child having a safe place to play soccer located right in their neighborhood. The supplies and materials will include one mini-pitch system structure including a pole for light emitting diode (LED) lighting, game walls, built-in goals, storage, seating, polycarbonate sign boards, Americans with Disabilities (ADA)-accessible gates, and an acrylic mini-pitch surface with game lines and agreed-upon colors and school logos. This donation may only be used for the intended purpose.

|                               |   |                                       |                   |
|-------------------------------|---|---------------------------------------|-------------------|
| Wheeler Avenue Baptist Church | Blackshear ES, Cullen MS, Lawson MS, and Yates HS | Clothing, Toiletries, and Metro Cards | \$120,000 In-kind |
|-------------------------------|---|---------------------------------------|-------------------|

Wheeler Avenue Baptist Church will provide an in-kind donation valued at \$30,000 each to Blackshear ES, Cullen MS, Lawson MS, and Yates HS. The purpose of the donation is to stock each school's resource room to assist students in need. Blackshear ES will receive shirts, pants, shoes, belts, and Metro cards for transportation. Cullen MS and Lawson MS will receive shirts, pants, shoes, belts, and toiletries. Yates HS will receive shirts, pants, shoes, belts, and toiletries. This donation may only be used for the intended purpose.

**Total Value of Donations: \$382,431.00**

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

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 February 11, 2022.

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

| Grantor   | Receiving School/<br>Department | Grant Disbursement                   | Total Value of Grant |
|---|---------------------------------|--------------------------------------|----------------------|
| Dick's Sporting Goods Foundation  | Fleming Middle School (MS)      | Supplies and Materials               | \$5,500              |
| <p>Dick's Sporting Goods Foundation has awarded a grant in the amount of \$5,500 to Fleming MS. The purpose of the grant is to provide funding for Fleming MS to purchase physical education and athletics supplies and materials. The grant period is the 2021–2022 academic year. The grant funds can only be used for the purpose intended.</p>  |                                 |                                      |                      |
| Dick's Sporting Goods Foundation  | Madison High School (HS)        | Supplies and Materials and Equipment | \$10,000             |
| <p>Dick's Sporting Goods Foundation has awarded a grant in the amount of \$10,000 to Madison HS's Athletics Department. The purpose of the grant is to provide funding for Madison HS to purchase athletic supplies and materials, equipment, uniforms, and other athletic items needed to improve the school's athletics program. The grant period is the 2021–2022 academic year. The grant funds can only be used for the purpose intended.</p>  |                                 |                                      |                      |
| Project Lead the Way (PLTW) via Ardagh Group  | Cesar E. Chavez HS              | PLTW Program Costs                   | \$50,000             |
| <p>PLTW, through support from a partnership with the Ardagh Group, has awarded a PLTW engineering grant in the amount of \$50,000 to Chavez HS. The purpose of the grant is to implement at least one new PLTW engineering course during the 2022–2023 school year and at least two PLTW engineering courses during the 2023–2024 school year. The award will be used to cover participation fees, PLTW core training requirements, and required equipment and material costs. The grant funds can only be used for the purpose intended.</p> |                                 |                                      |                      |

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

| Grantor                         | Receiving School/<br>Department | Grant Disbursement                                    | Total Value of Grant |
|---------------------------------|---------------------------------|---|----------------------|
| Texas Education Agency<br>(TEA) | After School Programs Office    | Texas COVID Learning Acceleration<br>Supports (TCLAS) | \$882,500            |

The TEA has awarded the district funds through the TCLAS program to support high quality afterschool programming (Decision 11). TCLAS is a set of targeted supports available to local education agencies (LEAs) to accelerate student learning in the wake of COVID-19, utilizing funds from the state discretionary Elementary and Secondary School Emergency Relief (ESSER) III allocation and general revenue appropriated in the 87<sup>th</sup> Texas Legislature. TCLAS Decision 11: High Quality Afterschool provides supports in three areas: 11A - Personnel for High Quality Afterschool - \$312,500, 11B - Technical Assistance for Afterschool Design and Implementation - \$300,000, and 11C Option A - High Impact Tutoring (HIT) in Afterschool programs - \$270,000. The grant funds can only be used for the purpose intended.

|  |  |  |           |
|--|--|--|-----------|
| U.S. Department of<br>Justice, Bureau of Justice<br>Assistance | Houston Independent School District (HISD) Police Department | Contracted Services, Equipment, Supplies,<br>and Materials | \$382,357 |
|--|--|--|-----------|

The U.S. Department of Justice, Bureau of Justice Assistance, has awarded a grant in the amount of \$382,357 to the HISD Police Department. The grant funds will be used to replace the current body-worn camera and in-car video systems specific to video data retention, redaction, and cataloging of videos with evidentiary and non-evidentiary value. New body-worn camera and in-car video systems will enable the HISD Police Department to view and download videos and maintain the authenticity of the original video. This capability will reduce the number of hours used to evaluate, download, and share the videos with outside law enforcement agencies, as well as to build community trust in the department by promoting transparency and accountability. The grant award requires a 1:1 match. The grant period is October 1, 2021 – September 30, 2024. The grant funds can only be used for the purpose intended.

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

| Grantor | Receiving School/<br>Department   | Grant Disbursement  | Total Value of Grant                |
|---------|---|---|-------------------------------------|
| Verizon | Baylor College of Medicine Biotech Academy at Rusk, Baylor College of Medicine Academy at James D. Ryan Middle School (MS), Burbank MS, Deady MS, Stevenson MS, Williams MS, Pilgrim Academy, and Reagan K–8 Educational Center | Equipment, Professional Development, Technology Resources, Stipends, Supplies and Materials | \$672,000<br>\$11,065,440 (In-kind) |

Eight HISD middle schools have been accepted into Cohort 9 of the Verizon Innovative Learning Schools (VILS) 1:1 Device Model Program, an education initiative of Verizon. After a rigorous competitive process, HISD was identified by the Verizon nonprofit partner Digital Promise as meeting all criteria for participation in Cohort 9. The funds awarded to HISD through the VILS program will be administered by Digital Promise. Each VILS partner school will receive an in-kind award of devices for all students and teachers; professional development; technology resources; and supplies and materials. Each device will be equipped with a data plan of at least 30 gigabytes (GB) monthly that provides always-available internet access outside of the classroom and a device protection plan to cover repairs from accidental damage and device failure. A portion of the funds—\$42,000 per year for two years—will be used to help provide a fulltime campus instructional technologist dedicated to providing teachers with the pedagogical support to effectively leverage technology in the classroom at each campus. The VILS program is for two years with a possibility of a two-year extension in the second year. The program period is April 1, 2022 – June 30, 2024. The grant funds can only be used for the purpose intended.

**Total Value of Grants: \$13,067,797.00**

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Finance  
Glenn Reed, Chief Financial Officer

**SUBJECT: APPROVAL OF THE FEBRUARY GENERAL FUND BUDGET AMENDMENT**

A report on the status of the 2021–2022 budget has been completed. This report reflects budget amendments that require approval by the Houston Independent School District (HISD) Board of Education in accordance with state guidelines, as well as budget-neutral adjustments made by schools and departments for ratification by the board. Although this update reflects all known changes and recommendations, additional changes may be needed. This item requests authority to make adjustments, if necessary, for the February Budget Amendment.

**COST/FUNDING SOURCE(S):** Adjustments to the budget will be appropriated as shown in the February Budget Amendment.

**STAFFING IMPLICATIONS:** None

**ORGANIZATIONAL GOALS/IMPACT:** This item supports all four district goals and is aligned to all five core initiatives. In addition, it allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the February Budget Amendment reflecting fiscal adjustments to estimated revenues and appropriations for fiscal year 2021–2022, effective February 11, 2022.

## **General Fund:**

### **Revenues:**

Please use page 2 of the budget amendment to follow to this explanation.

Property taxes are decreasing due to a lower adopted tax rate and lower tax roll value as of December 2021.

Revenue in lieu of taxes is decreasing due to a lower adopted tax rate and market value declines as of December 2021.

Insurance recovery proceeds are increasing from winter storm Uri claim payments received.

Rental revenue is decreasing due to fewer facility rentals.

The per-capita state revenue increase is from a rate increase since budget adoption. This is not an increase in revenue that the district retains. The district pays it back through recapture since tax collections plus per-capita revenue exceed entitlement.

The Foundation School Program is from a decrease in average daily attendance (ADA).

Federal revenues have increased primarily due to expected Elementary and Secondary School Emergency Relief Fund (ESSER) expenditure reimbursements through December 2021.

### **Appropriations:**

Recapture has increased due to a decrease in ADA.

The Performance Contracts Budget Settle-up is for performance contract schools (primarily Texas Connections Academy) for the fiscal year 2022 enrollment increase.

Maintenance needs for COVID device purchases decreased.

Salary expense was reclassified to the ESSER II Fund for School year 2020–2021 ADA hold-harmless.

Early Education and State Compensatory Education allotment funding decreased because of an enrollment decline.

Regarding ESSER grant support positions, funding is offset from the indirect cost the General Fund receives from ESSER.



Contract management system implementation from both the Legislative Budget Board (LBB) report recommendation and internal audit recommendations.

Budget neutral amendments are budget transfers between functions and do not impact the bottom-line district budget. The total for this column is zero. Transfers are a result of positions changes, supplies, contracted services, capital, and other operating expenses with varying reasons specific to each campus and department. February budget transfers included:

- School transferring funds from function 11 (Instruction) supplies for fees to function 31 (Guidance, Counseling, and Evaluation Services).
- School transferring funds from function 11 (Instruction) supplies for University Interscholastic League (UIL) buybacks and Athletic Stipends to function 36 (Co-Curricular/extracurricular activities).
- School transferring funds from function 11 (Instruction) supplies for maintenance supplies and extra pay to function 51 (Plant maintenance and operations).
- School transferring funds from function 11 (Instruction) supplies for extra pay to function 52 (Security and monitoring services).
- Department transferring funds from function 13 (Instructional Leadership) to function 21 (Instructional Leadership) for miscellaneous contracted services.
- Department transferring funds from function 21 (Instructional Leadership) to function 36 (Co-Curricular/extracurricular activities) for fine arts student travel.
- Department transferring funds from function 61 (Community Services) to function 21 (Instructional Leadership) for position actions.

#### **Other Financing Sources (Uses):**

Increase in transfers in from virtual school internal service fund liquidation.

#### **Debt Service Fund**

Please use page 4 of the budget amendment to follow to this explanation.

#### **Revenues:**

Local revenues are decreasing due to a decrease in property taxes from lower tax roll values in December 2021.

State sources is due to an increase in the existing debt allotment funding.

#### **Nutrition Services:**

Please use page 6 of the budget amendment to follow to this explanation.

**Revenue:**

No amendment.

**Appropriations:**

The decrease in payroll is due to position changes. Facilities and information technology positions which were previously split-funded are now 100 percent funded from the General Fund.

Budget neutral amendments – Nutrition Services department transferred funds from function 35 (Food Services) to function 51 (Plant maintenance and operations) for utilities.

**Other Financing Sources (Uses):**

The decrease in transfers is due to position changes. Facilities and information technology positions which were previously split-funded are now 100 percent funded from the General Fund.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

## STATEMENT OF OPERATIONS BY FUNCTION

## GENERAL FUND

## BUDGET AMENDMENT FISCAL YEAR 2021-2022 (as adjusted)

## FOR FEBRUARY 28, 2022

|  | 2021-2022<br>Adopted Budget<br>July 1, 2021 | Approved<br>Budget as of<br>January 31,<br>2022 | Proposed<br>Budget<br>Amendments<br>February 28,<br>2022 | Budget Neutral<br>Amendments<br>February 28,<br>2022 | Proposed<br>Budget as of<br>February 28,<br>2022 |
|--|---|---|--|--|--|
| <b>ESTIMATED REVENUES</b>  |   |   |  |  |  |
| Local sources  | \$ 1,906,723,497                            | 1,906,723,497                                   | (81,359,774)   | -  | 1,825,363,723                                    |
| State sources  | 157,174,069                                 | 157,174,069                                     | 29,986,610   | -  | 187,160,679                                      |
| Federal sources  | 17,230,000                                  | 17,230,000                                      | 25,000,000   | -  | 42,230,000                                       |
| <b>Total estimated revenues</b>  | <b>\$ 2,081,127,566</b>                     | <b>2,081,127,566</b>                            | <b>(26,373,164)</b>                                      | <b>-</b>   | <b>2,054,754,402</b>                             |
| <b>APPROPRIATIONS</b>  |   |   |  |  |  |
| 11 Instruction   | \$ 1,135,700,518                            | 1,217,196,315                                   | (81,964,823)   | (509,805)  | 1,134,721,688                                    |
| 12 Instructional resources and media services                                | 8,877,520                                   | 9,076,261                                       | -  | 100  | 9,076,361  |
| 13 Curriculum and Instructional Staff Development                            | 35,962,547                                  | 36,817,539                                      | -  | (19,775)   | 36,797,764                                       |
| 21 Instructional leadership  | 25,134,311                                  | 25,002,580                                      | -  | 51,179   | 25,053,759                                       |
| 23 School leadership   | 148,669,010                                 | 151,303,566                                     | -  | 19,488   | 151,323,054                                      |
| 31 Guidance, counseling and evaluation services                              | 65,403,532                                  | 67,003,945                                      | -  | 33,338   | 67,037,283                                       |
| 32 Social work services  | 19,275,453                                  | 19,857,878                                      | -  | 3,610  | 19,861,488                                       |
| 33 Health services   | 22,518,241                                  | 32,470,325                                      | -  | (17,253)   | 32,453,072                                       |
| 34 Student transportation  | 59,893,990                                  | 61,308,930                                      | -  | (26,800)   | 61,282,130                                       |
| 35 Food services   | -   | 41,233  | -  | -  | 41,233   |
| 36 Co-Curricular/extracurricular activities                                  | 11,269,840                                  | 13,162,182                                      | -  | 338,422  | 13,500,604                                       |
| 41 General administration  | 40,251,576                                  | 42,438,175                                      | 1,759,439  | 124,638  | 44,322,252                                       |
| 51 Plant maintenance and operations  | 205,844,817                                 | 234,913,352                                     | -  | 36,588   | 234,949,940                                      |
| 52 Security and monitoring services  | 28,026,356                                  | 30,094,447                                      | -  | 65,629   | 30,160,075                                       |
| 53 Data processing services  | 62,405,029                                  | 118,467,635                                     | (4,569,000)  | (13,723)   | 113,884,911                                      |
| 61 Community services  | 2,794,599                                   | 2,826,125                                       | -  | (111,230)  | 2,714,896  |
| 71 Debt Service  | 15,250,000                                  | 15,438,017                                      | -  | -  | 15,438,017                                       |
| 81 Facilities acquisition and construction                                   | -   | 3,845,157                                       | -  | 25,594   | 3,870,751  |
| 91 Contracted Instructional Services Between Public Schools                  | 213,265,281                                 | 213,265,281                                     | 17,842,330   | -  | 231,107,611                                      |
| 95 Juvenile justice alternative education programs                           | 792,000                                     | 792,000   | -  | -  | 792,000  |
| 97 Tax reinvestment zone payments  | 69,106,766                                  | 69,106,766                                      | -  | -  | 69,106,766                                       |
| 99 Tax appraisal and collection  | 16,108,790                                  | 16,108,790                                      | -  | -  | 16,108,790                                       |
| <b>Total estimated appropriations</b>  | <b>\$ 2,186,550,176</b>                     | <b>2,380,536,500</b>                            | <b>(66,932,054)</b>                                      | <b>-</b>   | <b>2,313,604,446</b>                             |
| <b>Excess (deficiency) of estimated revenues over (under) appropriations</b> | <b>\$ (105,422,610)</b>                     | <b>(299,408,934)</b>                            | <b>40,558,890</b>  | <b>-</b>   | <b>(258,850,044)</b>                             |
| <b>OTHER FINANCING SOURCES (USES)</b>  |   |   |  |  |  |
| Proceeds from the sale of capital leases                                     | \$ 22,366,685                               | 22,366,685                                      | -  | -  | 22,366,685                                       |
| Transfers-in   | 20,000,000                                  | 20,000,000                                      | 190,855  | -  | 20,190,855                                       |
| Transfers-out  | (19,020,390)                                | (28,348,422)                                    | -  | -  | (28,348,422)                                     |
| <b>Total other financing sources (uses)</b>                                  | <b>\$ 23,346,295</b>                        | <b>14,018,263</b>                               | <b>190,855</b>   | <b>-</b>   | <b>14,209,118</b>                                |
| Net Change   | (82,076,315)                                | (285,390,671)                                   |  |  | (244,640,926)                                    |
| Beginning Fund Balance July 1, 2021  | 769,293,013                                 | 996,625,712                                     |  |  | 996,625,712                                      |
| Projected Ending Fund Balance June 30, 2022                                  | 687,216,698                                 | 711,235,041                                     |  |  | 751,984,786                                      |
| Nonspendable Fund Balance  | 14,510,708                                  | 20,562,375                                      |  |  | 20,562,375                                       |
| Committed Fund Balance   | 46,364,840                                  | 94,146,930                                      |  |  | 94,146,930                                       |
| Assigned Fund Balance <sup>(1)</sup>   | 134,346,906                                 | 123,002,867                                     |  |  | 163,752,612                                      |
| Unassigned Fund Balance <sup>(2)</sup>                                       | 491,994,244                                 | 473,522,869                                     |  |  | 473,522,869                                      |

(1) Reflects liquidation of carryover encumbrances

(2) Any unspent funds will flow into Unassigned Fund Balance

| PROPOSED ESTIMATED REVENUE AMENDMENTS              | REASON | Revenue Amendment Reason |                          |                             |                      |                                       |  |                             | Proposed Budget Amendments February 28, 2022 |
|--|--------|--------------------------|--------------------------|-----------------------------|----------------------|---------------------------------------|--|-----------------------------|--|
|  |        | Property Taxes           | Revenue in Lieu of Taxes | Insurance Recovery proceeds | Rental of Facilities | Per Capita Rate Change State Revenues | Foundation School Program State Revenues | Federal Revenue IDC (ESSER) |  |
| Local sources                                      |        | (83,577,745)             | (297,998)                | 2,765,969                   | (250,000)            |                                       |  |                             | (81,359,774)                                 |
| State sources                                      |        |                          |                          |                             |                      | 34,024,681                            | (4,038,071)                              |                             | 29,986,610                                   |
| Federal sources                                    |        |                          |                          |                             |                      |                                       |  | 25,000,000                  | 25,000,000                                   |
| <b>Total proposed estimated revenue amendments</b> |        | <b>\$ (83,577,745)</b>   | <b>(297,998)</b>         | <b>2,765,969</b>            | <b>(250,000)</b>     | <b>34,024,681</b>                     | <b>(4,038,071)</b>                       | <b>25,000,000</b>           | <b>(26,373,164)</b>                          |

| PROPOSED APPROPRIATION AMENDMENTS                           | Appropriations Amendment Reason |   |  |                         |                                    |                                       |                               |                            | Proposed Budget Amendments February 28, 2022 |
|---|---------------------------------|---|--|-------------------------|------------------------------------|---------------------------------------|-------------------------------|----------------------------|--|
|   | Recapture                       | Performance Contracts Budget Settle-up (TCAH) | Device maintenance from COVID device purchases | ESSER ADA Hold Harmless | Early Education Allotment Decrease | State Compensatory Allotment Decrease | ESSER Grant Support Positions | Contract Management System |  |
| 11 Instruction  |                                 | 11,000,000                                    |  | (87,981,696)            | (2,558,815)                        | (2,424,312)                           |                               |                            | (81,964,823)                                 |
| 12 Instructional resources and media services               |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 13 Curriculum and Instructional Staff Development           |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 21 Instructional leadership                                 |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 23 School leadership  |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 31 Guidance, counseling and evaluation services             |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 32 Social work services                                     |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 33 Health services  |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 34 Student transportation                                   |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 35 Food services  |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 36 Co-Curricular/extracurricular activities                 |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 41 General administration                                   |                                 |   |  |                         |                                    |                                       | 793,713                       | 965,726                    | 1,759,439                                    |
| 51 Plant maintenance and operations                         |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 52 Security and monitoring services                         |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 53 Data processing services                                 |                                 |   | (4,569,000)                                    |                         |                                    |                                       |                               |                            | (4,569,000)                                  |
| 61 Community services                                       |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 71 Contracted Instructional Services Between Public Schools |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 81 Facilities acquisition and construction                  |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 91 Contracted Instructional Services Between Public Schools | 17,842,330                      |   |  |                         |                                    |                                       |                               |                            | 17,842,330                                   |
| 95 Juvenile justice alternative education programs          |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 97 Tax reinvestment zone payments                           |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| 99 Tax appraisal and collection                             |                                 |   |  |                         |                                    |                                       |                               |                            | -  |
| <b>Total proposed appropriation amendments</b>              | <b>\$ 17,842,330</b>            | <b>11,000,000</b>                             | <b>(4,569,000)</b>                             | <b>(87,981,696)</b>     | <b>(2,558,815)</b>                 | <b>(2,424,312)</b>                    | <b>793,713</b>                | <b>965,726</b>             | <b>(66,932,054)</b>                          |

|   |  |
|---|--|
| <b>PROPOSED OTHER FINANCING SOURCES (USES)</b>                  | Virtual School Internal Service fund     |
|   | Close                                    |
|   | Proceeds from the sale of capital leases |
|   | Transfers-in                             |
|   | 190,855                                  |
|   | Transfers-out                            |
| <b>Proposed total other financing sources (uses) amendments</b> | <b>\$ 190,855</b>                        |

**CAMPUS AND DEPARTMENT TRANSFERS BY FUNCTION****FOR FEBRUARY 28, 2022**

| <b>Function</b> | <b>Function Description</b>                    | <b>Budget<br/>Amendment</b> | <b>Campus Funds</b> | <b>Department<br/>Funds</b> |
|-----------------|--|-----------------------------|---------------------|-----------------------------|
| 11              | Instruction                                    | (\$509,805)                 | (\$529,197)         | \$19,392                    |
| 12              | Instructional resources and media services     | \$100                       | \$100               | \$0                         |
| 13              | Curriculum and Instructional Staff Development | (\$19,775)                  | \$7,826             | (\$27,601)                  |
| 21              | Instructional leadership                       | \$51,179                    | \$0                 | \$51,179                    |
| 23              | School leadership                              | \$19,488                    | \$4,923             | \$14,565                    |
| 31              | Guidance, counseling and evaluation services   | \$157,976                   | \$146,201           | \$11,775                    |
| 32              | Social work services                           | \$3,610                     | \$3,610             | \$0                         |
| 33              | Health services                                | (\$17,253)                  | (\$17,191)          | (\$62)                      |
| 34              | Student transportation                         | (\$26,800)                  | \$0                 | (\$26,800)                  |
| 35              | Food services                                  | \$0                         |                     | \$0                         |
| 36              | Co-Curricular/extracurricular activities       | \$338,422                   | \$287,472           | \$50,950                    |
| 41              | General administration                         | \$0                         | \$0                 | \$0                         |
| 51              | Plant maintenance and operations               | \$36,588                    | \$37,917            | (\$1,329)                   |
| 52              | Security and monitoring services               | \$65,629                    | \$65,629            | (\$0)                       |
| 53              | Data processing services                       | (\$13,723)                  | (\$12,723)          | (\$1,000)                   |
| 61              | Community services                             | (\$111,230)                 | (\$61)              | (\$111,169)                 |
| 71              | Debt Service                                   | \$0                         | \$0                 | \$0                         |
| 81              | Facilities acquisition and construction        | \$25,594                    | \$5,494             | \$20,100                    |
|                 |  | (\$0)                       | \$0                 | (\$0)                       |

**HOUSTON INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF OPERATIONS BY FUNCTION**  
**DEBT SERVICE FUND**  
**BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)**  
**AS OF FEBRUARY 28, 2022**

|  | 2021-2022<br>Adopted Budget<br>July 1, 2021 | Approved<br>Budget as of<br>January 31,<br>2022 | Proposed<br>Budget<br>Amendments<br>February 28,<br>2022 | Proposed<br>Budget as of<br>February 28,<br>2022 |
|--|---|---|--|--|
| <b>ESTIMATED REVENUES</b>  |   |   |  |  |
| Local sources  | \$ 327,582,527                              | 327,582,527                                     | (3,022,456)  | 324,560,071                                      |
| State sources  | 2,000,000                                   | 2,000,000                                       | 19,951   | 2,019,951  |
| <b>Total estimated revenues</b>  | <b>\$ 329,582,527</b>                       | <b>329,582,527</b>                              | <b>(3,002,505)</b>                                       | <b>326,580,022</b>                               |
| <b>APPROPRIATIONS</b>  |   |   |  |  |
| 71 Debt Service  | 355,975,998                                 | 355,975,998                                     | -  | 355,975,998                                      |
| <b>Total estimated appropriations</b>  | <b>\$ 355,975,998</b>                       | <b>355,975,998</b>                              | <b>-</b>   | <b>355,975,998</b>                               |
| <b>Excess (deficiency) of estimated revenues over (under) appropriations</b> | <b>\$ (26,393,471)</b>                      | <b>(26,393,471)</b>                             | <b>(3,002,505)</b>                                       | <b>(29,395,976)</b>                              |
| <b>OTHER FINANCING SOURCES (USES)</b>  |   |   |  |  |
| Transfers-in   | 26,744,350                                  | 26,744,350                                      | -  | 26,744,350                                       |
| <b>Total other financing sources (uses)</b>                                  | <b>\$ 26,744,350</b>                        | <b>26,744,350</b>                               | <b>-</b>   | <b>26,744,350</b>                                |
| <b>Net excess (deficiency) before adjustments</b>                            | <b>\$ 350,879</b>                           | <b>350,879</b>                                  | <b>(3,002,505)</b>                                       | <b>(2,651,626)</b>                               |
| <b>Unassigned Fund Balance, Beginning</b>                                    | <b>\$ 116,335,814</b>                       | <b>116,335,814</b>                              |  | <b>116,335,814</b>                               |
| <b>Unassigned Fund Balance, Ending</b>                                       | <b>\$ 116,686,693</b>                       | <b>116,686,693</b>                              |  | <b>113,684,188</b>                               |

**HOUSTON INDEPENDENT SCHOOL DISTRICT**  
**PROPOSED BUDGET AMENDMENTS**  
**DEBT SERVICE FUND**  
**BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)**  
**AS OF FEBRUARY 28, 2022**

|   |                      | Proposed<br>Budget<br>Amendments<br>February 28,<br>2022 |
|---|----------------------|--|
| <b>PROPOSED ESTIMATED REVENUE AMENDMENTS</b>                    |                      |  |
|   | <b>REASON</b>        |  |
| Local sources   | Property Taxes       | (3,022,456)  |
| State sources   | EDA Funding Increase | 19,951   |
| <b>Total proposed estimated revenue amendments</b>              |                      | <b>(3,002,505)</b>                                       |
| <b>PROPOSED APPROPRIATION AMENDMENTS</b>                        |                      |  |
| 71 Debt Service   |                      |  |
| <b>Total proposed appropriation amendments</b>                  |                      | <b>-</b>   |
| <b>PROPOSED OTHER FINANCING SOURCES (USES)</b>                  |                      |  |
| Transfers-in  |                      | -  |
| Transfers-out   |                      | -  |
| <b>Proposed total other financing sources (uses) amendments</b> |                      | <b>-</b>   |

**HOUSTON INDEPENDENT SCHOOL DISTRICT****STATEMENT OF OPERATIONS BY FUNCTION****NUTRITION SERVICES****BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)****AS OF FEBRUARY 28, 2022**

|  | 2021-2022<br>Adopted Budget<br>July 1, 2021 | Approved<br>Budget as of<br>January 31,<br>2022 | Carryover from<br>Prior Year<br>Encumbrances | Proposed<br>Budget<br>Amendments<br>February 28,<br>2022 | Budget Neutral<br>Amendments<br>February 28,<br>2022 | Proposed<br>Budget as of<br>February 28,<br>2022 |
|--|---|---|--|--|--|--|
| <b>ESTIMATED REVENUES</b>  |   |   |  |  |  |  |
| Local sources  | \$ 31,009                                   | 31,009  | -  | -  | -  | 31,009   |
| State sources  | 537,594                                     | 537,594   | -  | -  | -  | 537,594  |
| Federal sources  | 137,631,368                                 | 137,631,368                                     | -  | -  | -  | 137,631,368                                      |
| <b>Total estimated revenues</b>  | <b>\$ 138,199,971</b>                       | <b>138,199,971</b>                              | <b>-</b>                                     | <b>-</b>   | <b>-</b>   | <b>138,199,971</b>                               |
| <b>APPROPRIATIONS</b>  |   |   |  |  |  |  |
| 35 Food services   | 135,619,794                                 | 135,619,794                                     | 7,023,179                                    | (2,647,890)  | (36,000)   | 139,959,083                                      |
| 51 Plant maintenance and operations  | 1,311,504                                   | 1,311,504                                       | -  | -  | 36,000   | 1,347,504  |
| <b>Total estimated appropriations</b>  | <b>\$ 136,931,298</b>                       | <b>136,931,298</b>                              | <b>7,023,179</b>                             | <b>(2,647,890)</b>                                       | <b>-</b>   | <b>141,306,587</b>                               |
| <b>Excess (deficiency) of estimated revenues over (under) appropriations</b> | <b>\$ 1,268,673</b>                         | <b>1,268,673</b>                                | <b>(7,023,179)</b>                           | <b>2,647,890</b>   | <b>-</b>   | <b>(3,106,616)</b>                               |
| <b>OTHER FINANCING SOURCES (USES)</b>  |   |   |  |  |  |  |
| Transfers-in   | 2,647,890                                   | 2,647,890                                       | -  | (2,647,890)  | -  | -  |
| <b>Total other financing sources (uses)</b>                                  | <b>\$ 2,647,890</b>                         | <b>2,647,890</b>                                | <b>-</b>                                     | <b>(2,647,890)</b>                                       | <b>-</b>   | <b>-</b>   |
| <b>Net excess (deficiency) before adjustments</b>                            | <b>\$ 3,916,563</b>                         | <b>3,916,563</b>                                | <b>(7,023,179)</b>                           | <b>-</b>   | <b>-</b>   | <b>(3,106,616)</b>                               |
| <b>Restricted Fund Balance, Beginning</b>                                    | <b>\$ 28,518,663</b>                        | <b>28,518,663</b>                               |  |  |  | <b>28,518,663</b>                                |
| <b>Contracted Instructional Services Between Public Schools</b>              | <b>\$ 32,435,226</b>                        | <b>32,435,226</b>                               |  |  |  | <b>25,412,047</b>                                |



**HOUSTON INDEPENDENT SCHOOL DISTRICT**  
**PROPOSED BUDGET AMENDMENTS**  
**NUTRITION SERVICES**  
**BUDGET AMENDMENT FISCAL YEAR 2020-2021 (as adjusted)**  
**AS OF FEBRUARY 28, 2022**

|   |                                  | Proposed<br>Budget<br>Amendments<br>February 28,<br>2022 |
|---|----------------------------------|--|
| <b>PROPOSED ESTIMATED REVENUE AMENDMENTS</b>                    |                                  |  |
| REASON  |                                  |  |
| Local sources   |                                  |  |
| State sources   |                                  |  |
| Federal sources   |                                  |  |
| <b>Total proposed estimated revenue amendments</b>              |                                  | -  |
| <b>PROPOSED APPROPRIATION AMENDMENTS</b>                        |                                  |  |
| 35 Food services  | Position Changes to General Fund | (2,647,890)  |
| 51 Plant maintenance and operations                             |                                  |  |
| <b>Total proposed appropriation amendments</b>                  |                                  | <b>(2,647,890)</b>                                       |
| <b>PROPOSED OTHER FINANCING SOURCES (USES)</b>                  |                                  |  |
| Transfers-in  | Position Changes to General Fund | (2,647,890)  |
| <b>Proposed total other financing sources (uses) amendments</b> |                                  | <b>(2,647,890)</b>                                       |

**CAMPUS AND DEPARTMENT TRANSFERS BY FUNCTION****FOR FEBRUARY 28, 2022**

| <b>Function</b> | <b>Function Description</b>      | <b>Budget<br/>Amendment</b> |
|-----------------|----------------------------------|-----------------------------|
| 35              | Food services                    | (\$36,000)                  |
| 51              | Plant maintenance and operations | \$36,000                    |
|                 |                                  | \$0                         |

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Finance  
Glenn Reed, Chief Financial Officer

**SUBJECT: AUTHORITY TO CONTRACT WITH LINEBARGER GOGGAN BLAIR & SAMPSON, LLP, FOR DELINQUENT TAX COLLECTION SERVICES**

The Houston Independent School District (HISD) contracts with an outsourced firm for delinquent tax collection services. The current contract expires on March 31, 2022.

In November 2021, HISD issued a request for qualifications (RFQ) from delinquent tax collection firms and evaluated law firms that submitted proposals. Linebarger Goggan Blair & Sampson, LLP, has been recommended by the evaluation team. If approved Linebarger Goggan Blair & Sampson, LLP, will begin services under the terms and conditions of RFQ 22-11-05 Delinquent Tax Services. This recommendation is for a 12-month contract with the option of four annual renewal periods. The Linebarger Goggan Blair & Sampson, LLP, firm is familiar with tax collections for HISD and has provided collection services for the district. Linebarger Goggan Blair & Sampson, LLP, also provides additional tax-related legal services for HISD at no additional cost and provides other reimbursements to the district for various district tax-related costs.

In accordance with state law, HISD provides for additional penalties under Texas Property Tax Code Sections 33.07, 33.08, and 33.11 to be added to delinquent property accounts, from which penalties the delinquent tax collection law firm is paid. For tax years 2000 and prior, the penalty is 15 percent of delinquent tax collections, and for tax years 2001 and thereafter, the penalty is 20 percent of delinquent tax collections. The delinquent tax collection contract provides that the law firm will be paid only from those penalties and attorney fees awarded by the court that are actually received by HISD. No payments, other than certain bankruptcy collections, are paid from the HISD portion of taxes, penalties, and interest due under the Property Tax Code.

**COST/FUNDING SOURCE(S):** Payments for delinquent tax collections are paid from the penalties imposed on delinquent taxes provided for in the Property Tax Code, as previously approved by the Board of Education, and attorney fees allowed by the courts.

**STAFFING IMPLICATIONS:** The property tax specialist monitors and manages the administration of the tax contract.

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

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a one-year contract with four annual renewals for the collection of delinquent taxes with the law firm of Linebarger Goggan Blair & Sampson, LLP, effective February 11, 2022.

**Executive Summary:**

Approval of a law firm as outside counsel for the enforcement of the collection of delinquent taxes on behalf of the Houston Independent School District (HISD).

**Department Requestor:**

Glenn Reed, Chief Financial Officer

**Purpose:**

§6.30 of the Texas Property Tax Code allows for the governing body of a taxing unit to contract with a private attorney for the enforcement of the collection of delinquent taxes. This section states the total amount of compensation for the attorney may not exceed 20 percent of the amount of delinquent tax, penalty, and interest collected and that any contract that does not conform to the requirements of §6.30 of the Texas Property Tax Code is void.

HISD contracts with an outsourced firm for the enforcement of the collection of delinquent taxes. The current contract with the Linebarger Goggan Blair & Sampson, LLP, law firm expires on March 31, 2022. A request for qualifications was issued and all responses have been reviewed and evaluated.

**Prerequisites:**

§2254.1036 of the Texas Government Code requires a specific notification to be issued prior to the board considering this item. Such notification has been posted prior to this meeting.

**Board Meeting Requirements:**

The board is required to make specific findings under §2254.1036 of the Texas Government Code as to the need for the hiring of outside counsel to enforce the collection of delinquent taxes. The board authorizes the superintendent or designee to negotiate and enter a contract for delinquent tax collection services with the recommended law firm.

Action Approving Contract with Linebarger Goggan Blair & Sampson, LLP

After having provided adequate notice as required by Section 2254.1036 of the Texas Government Code, the Agreement for Delinquent Tax Collection Services with Linebarger Goggan Blair & Sampson, LLP, is approved, and the Houston Independent School District superintendent is authorized to execute this agreement.

After exercising its due diligence, the Houston Independent School District ("District") finds that:

1. There is a substantial need for the legal services to be provided pursuant to the Agreement for Delinquent Tax Collection Services;

2. These legal services cannot be adequately performed by the attorneys and supporting personnel of the District at a reasonable cost;

3. These legal services cannot reasonably be obtained from attorneys in private practice under a contract providing only for the payment of hourly fees, without regard to the outcome of the matter, because of the nature of delinquent tax penalties provided by Texas Tax Code Sections 6.30, 33.07, 33.08, 33.11 and 33.48 and because the District does not have the funds to pay the estimated amounts required under a contract only for payment of hourly fees;

4. Linebarger Goggan Blair & Sampson, LLP, is well qualified and competent to perform the legal services required to comply with the terms of this contract;

5. Linebarger Goggan Blair & Sampson, LLP, has provided these specialized legal services to the District in the past and the District has been well satisfied with the quality and outcome of the legal services provided.

6. The agreement with Linebarger Goggan Blair & Sampson, LLP, is the result of an arm's length transaction between the District and Linebarger Goggan Blair & Sampson, LLP, and is fair and reasonable.

Houston Independent School District

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Judith Cruz  
Board of Education President

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Sue Deigaard  
Board of Education Secretary

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Academics  
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY  
AE(LOCAL), EDUCATIONAL PHILOSOPHY—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy AE(LOCAL), *Educational Philosophy*, to update the board's constraints on the superintendent and the constraint progress measures as indicated, along with some minor changes in wording in various parts of the policy. These changes include those requested by the board in December 2021.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, 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 all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to AE(LOCAL), *Educational Philosophy*, on second reading, effective February 11, 2022.



**EXPLANATORY SHEET**

| ITEM  | TITLE (SUBJECT)   | SCHEDULED MEETING |
|---|---|-------------------|
| K-1   | APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY—SECOND READING | February 10, 2022 |
| <b>INITIATED BY: Silvia Trinh, Chief of Staff</b>   |   |                   |
| <p><b>BACKGROUND:</b><br/> This item asks the Houston Independent School District (HISD) Board of Education to approve revisions to AE(LOCAL) policy on second reading. These revisions would complete the process of establishing goals and constraints for the superintendent through the 2023–2024 school year in accordance with House Bill 3 and the Lonestar Governance Framework. Specifically, during the prior approval process in September, trustees requested that the two progress measures noted below be brought forth within three months, and in December, trustees requested changes to Constraint 5 and two of its progress measures.</p> <p><b>Constraint 1: Background</b><br/> For this constraint, “strong teacher” is defined as a teacher rated Effective or Highly Effective in the Teacher Appraisal and Development System (TADS). In 2018–2019, 89 percent of teachers who received a TADS rating were rated Effective or Highly Effective. Due to staff changes, vacancies, and other factors, students may have a teacher who is not rated by TADS. The progress measure 1.2 for this constraint is designed to challenge the administration to reduce how often these situations occur, especially for the student groups that are more frequently impacted.</p> <p>For Constraint Progress Measure (CPM) 1.2, a student is counted as having strong teachers if at least 75 percent of the student’s teachers in core foundation courses across both semesters were rated Effective or Highly Effective in the prior school year. New teachers to HISD, longterm substitutes, and other teachers who do not have a TADS rating from the prior year do not count as strong teachers for this calculation.</p> <p><b>Constraint 1: Proposed Changes</b><br/> Values have been assigned to replace the “XX” placeholders in CPM 1.2.</p> <p><b>Constraint 5: Background</b><br/> Constraint 5 progress measures were developed with ongoing consultation with the Houston Education Research Consortium to ensure that the district is significantly increasing the number or quality prekindergarten 3, prekindergarten 4, and kindergarten quality seats.</p> <p><b>Constraint 5: Proposed Changes</b><br/> Two progress measures are being brought forth before the board for consideration.</p> <p>CPM 5.1 monitors the percentage of projected prekindergarten 4 students who have access to a full-day early-learning program within their zoned elementary boundary.</p> |   |                   |

CPM 5.3 monitors the percentage of prekindergarten 4 and kindergarten classrooms requesting waivers and setting an upper limit on the average number of students in classrooms requesting waivers.  
HISD must document specific strategies and resources in each of these areas to remain in compliance.

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

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

**Beliefs and Vision**

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

**Beliefs**

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

**Vision**

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

**Mission**

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

**Theory of Action**

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
- If the District allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs; and

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- If the District offers equitable access to high-quality diverse school settings that meet the needs of its diverse community of students; and
- If the District defines and funds essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus.

Then campuses will be able to accomplish the Board's student outcome goals while honoring the Board's constraints.

**Mandate for Change**

Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School  
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.

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- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served shall determine the level of principal autonomy or central office intervention at the school.

School Choice

School choice must remain an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits ~~his or her~~their unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with ~~his or her~~their unique instructional needs and thereby ensuring access to the resources that enhance student achievement.

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- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful  
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

**Change in Action**

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

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**Decentralization**

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and  
Strategic Intent**

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

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**Goals and Progress Measures**

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

Goal 1

The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in spring 2019 to 50 percent in spring 2024.

- Goal Progress Measure 1.1

The percentage of grade 1 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.

- Goal Progress Measure 1.2

The percentage of grade 2 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.

- Goal Progress Measure 1.3

The percentage of grade 3 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 2

The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring 2019 to 54 percent in spring 2024.

- Goal Progress Measure 2.1

The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.

- Goal Progress Measure 2.2



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- The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.
- Goal Progress Measure 2.3  
The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.
- Goal 3
- The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.
- Goal Progress Measure 3.1  
The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in 2019 to 32 percent in 2024.
  - Goal Progress Measure 3.2  
The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in 2019 to 34 percent in 2024.
  - Goal Progress Measure 3.3  
The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.
- Goal 4
- The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.
- Goal Progress Measure 4.1

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

- Goal Progress Measure 4.2

The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

- Goal Progress Measure 4.3

The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

**Constraints and  
Constraint Progress  
Measures**

Board's Constraints  
for the Board

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

*Constraint 1*

The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

*Constraint 2*

The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

*Constraint 3*

The Board will not allow five years to pass without an equity audit, a Legislative Budget Board (LBB) review, and a special education (SPED) review.

*Constraint 4*

The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

*Constraint 5*

The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

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(LOCAL)

Board's Constraints  
for the  
Superintendent

*Constraint 1*

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- Constraint Progress Measure 1.1

The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year to 60 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

The percentage of English as a Second Language (ESL) students served by strong teachers will increase six percentage points from 49 percent during the 2018–2019 school year to 55 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.

*Constraint 2*

The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- Constraint Progress Measure 2.1

The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.

- Constraint Progress Measure 2.2

The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

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- Constraint Progress Measure 2.3

The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

*Constraint 3*

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- Constraint Progress Measure 3.1

The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.

- Constraint Progress Measure 3.2

The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

*Constraint 4*

The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year to 75 percent during the 2023–2024 school year.

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AE  
(LOCAL)

*Constraint 5*

The Superintendent shall not allow the District to operate without ~~significantly increasing providing high-quality full-day seats for early childhood education including prekindergarten 3, prekindergarten 4, and kindergarten programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.~~

- Constraint Progress Measure 5.1

~~The number of students enrolled in prekindergarten for 3- and 4-year-old students (PK3 and PK4) and kindergarten will increase 11,663 students from 24,837 students in 2020-2021 to 36,500 students in 2023-2024. The percentage of projected state prekindergarten 4 eligible students with access to an open seat in a full day early learning program within their zoned elementary boundary will increase eight percentage points from 7467% in 2021-2022 to 8275% in 2023-2024.~~

- Constraint Progress Measure 5.2

The district student to instructor ratio in prekindergarten will decrease from 15:1 in 2019-2020 to 11:1 or less in 2023-2024.

- Constraint Progress Measure 5.3

- The percentage of prekindergarten and kindergarten classrooms requesting waivers will decrease by three percentage points from 24% in 2019-2020 to 21% in 2023-2024 without the average number of students in waiver classrooms above 26.

**Core Values**

The District's core values are as follows:

- Safety Above All Else.

Safety takes precedence over all else. A safe environment shall be provided for every student and employee.

- Student Learning is the Main Thing.

All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.

- Focus on Results and Excellence.

Each employee shall focus on results and excellence in individual and organizational efforts.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- Parents are Partners.

Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.

- Common Decency.

The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

- Human Capital.

Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

**Central Office  
Accountability  
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

**Effective Date**

This policy shall be effective as of the adoption date, ~~September 3, 2024~~ February 11, 2022.

## HOUSTON INDEPENDENT SCHOOL DISTRICT

# Constraint 5

## Progress Measures 1 and 3

### Methodology



# Constraint 5

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The Superintendent shall not allow the District to operate without providing high-quality full-day prekindergarten 3, prekindergarten 4, and kindergarten programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.



## Constraint Progress Measure 5.1

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The percent of projected State prekindergarten 4 eligible students with access to an open seat in a full day early learning program within their zoned elementary boundary will increase eight percentage points from 67% in 2021–2022 to 75% in 2023–2024.

# Projected PK4 Need

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- Use PEIMS Fall snapshot of KG students who would have qualified for free PK4.
- Attach to zoned elementary by student address.

# Budgeted PK Seats

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- Number of Pre-Kindergarten students projected, via Budget Office projections, to accept for the following year's enrollment.

# Determine Seats Needed

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- By zone
  - Was Budgeted • Projected Need
  - If no, how many additional seats needed
- Total Seats Needed = • zone seats needed

# Progress Measure Calculation

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- % Projected Seats with Open Seat =  
$$\frac{(\text{Total Projected PK4 Eligible} - \text{PK4 Needed})}{\text{Total Projected PK4 Eligible}}$$
- 2021–2022: 74%
- 2022–2023 Target: 84%

# Target Setting Considerations

---

- Campuses without a PK within zone
- Campuses at capacity needing more seats

## Constraint Progress Measure 5.3

---

The percent of prekindergarten and kindergarten classrooms requesting waivers will decrease by three percentage points from 24% in 2019–2020 to 21% in 2023–2024 without the average number of students in waiver classrooms above 26.

# Calculations

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- Metric
$$\frac{\text{\# of PK3, PK4, KG Classrooms requesting Waivers}}{\text{\# of PK3, PK4, KG Classrooms}}$$
- Metric Limitation for Classrooms over 22
  - $$\frac{\text{\# of Total Waiver Classroom Class Size}}{\text{Total Classrooms with Waivers}}$$



HOUSTON INDEPENDENT SCHOOL DISTRICT

# Thank you



Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Talent  
Jeremy Grant-Skinner, Chief Talent Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICIES  
DN(LOCAL), PERFORMANCE APPRAISAL, AND DNA(LOCAL),  
PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS—  
SECOND READING**

In response to feedback gathered from stakeholder groups across the Houston Independent School District (HISD), the Board of Education is asked to authorize the use of the Texas Teacher Evaluation and Support System (T-TESS) as the district's teacher performance appraisal tool beginning in the 2022–2023 school year. T-TESS would replace the Teacher Appraisal and Development System (TADS) and the modified Teacher Appraisal and Development System (M-TADS). This requires revision of Board Policy DN(LOCAL), *Performance Appraisal*, and Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*.

The district has collected feedback on talent development and performance from a variety of stakeholders throughout the 2021–2022 school year, including from a district-wide survey on the current appraisal system, teacher focus groups, and a committee of teachers that provide feedback monthly to district leaders on performance evaluation design.

The district has also carefully evaluated the value proposition of adopting T-TESS, which is developed by the state and utilized by numerous districts. Transitioning to an appraisal tool developed by the state has numerous advantages, such as unlocking statewide resources and tools that benefit staff and teachers. The T-TESS framework also provides flexibility for the district to make local decisions on aspects of the tool to best serve the needs of the district.

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 MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy DN(LOCAL), *Performance Appraisal*, and Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*, on second reading, effective February 11, 2022.

## BOARD POLICY EXPLANATORY SHEET

| POLICY CODE   | TITLE (SUBJECT)        | SUBTITLE               |
|---|------------------------|------------------------|
| DN(LOCAL)   | Performance Appraisal- |                        |
| DNA(LOCAL)  | Performance Appraisal  | Evaluation of Teachers |
| INITIATED BY: Office of Talent  |                        |                        |
| TYPE OF REVISION: Update  |                        |                        |
| <p><b>RATIONALE:</b></p> <p>The district proposes adopting the Texas Teacher Evaluation and Support System (T-TESS) as its teacher appraisal system, effective with the 2022–2023 school year. T-TESS would replace the current teacher evaluation systems: the Teacher Appraisal and Development System (TADS) and the Modified Teacher Appraisal and Development System (M-TADS).</p> <p>T-TESS is the state-recommended teacher evaluation system and is currently used by over 300 districts, including districts in the Houston area. By adopting a state-developed tool, the district gains access to the state’s professional development, evaluation, and calibration resources to support the growth and development of its teachers.</p> <p>Throughout the 2021–2022 school year, the district sought stakeholder input on its evaluation system through a variety of means, including a district-wide survey, committees comprised of current teachers, principals, and district office staff.</p> <p><u>Cost:</u> Not applicable</p> <p><u>Funding Source:</u> Not applicable</p> |                        |                        |
| OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:   |                        | None                   |
| ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy. This item requires consultation.   |                        |                        |

PERFORMANCE APPRAISAL

DN  
(LOCAL)

|  |   |
|--|---|
| <b>General Principles</b>                            | All non-teachers and other professional employees who work 20 standard hours or more per week shall be annually appraised in the performance of their duties and shall be provided assistance to improve job performance. The appraisal policies and regulations, annual Board-approved appraisal calendars, and District manuals shall govern the employee evaluation and appraisal system consistent with the general principles set out below. |
| Definition—Other Professional Employees              | Other professional employees shall include school counselors, nurses, librarians, magnet coordinators, social workers, central office professionals, and other campus employees who are not appraised in the <u>Teacher Appraisal and Development System (TADS), Texas Teacher Evaluation and Support System (T-TESS), Principal Supervisor Appraisal System (PSAS), or the School Leader Appraisal System (SLAS).</u>                            |
| <b>Criteria</b>                                      | The employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's appraisal. Employees shall be informed of the criteria on which they will be appraised at the beginning of the appraisal year.  |
| <b>Annual Appraisal Training</b>                     | All appraisers of non-teacher employees and all non-teacher employees shall participate in initial appraisal training and in an annual update appraisal training if available thereafter.   |
| <b>Goal-Setting And Beginning-Of-Year Conference</b> | Employees shall participate in a goal-setting conference at the beginning of the appraisal year with their assigned appraiser. Each employee shall develop an individual professional development plan that focuses on professional growth targets.   |
| <b>Performance Review</b>                            | Appraisal ratings shall be based on the appraisal instrument and cumulative performance data gathered by supervisors throughout the year. Employees participating in the annual appraisal process shall have an end-of-year conference to discuss the written appraisal and may have as many conferences about performance of duties as the appraiser deems necessary or as requested by the employee.  |
| <b>New Hires To The District</b>                     | An employee who was hired within 90 days of the end of the appraisal period shall not have an annual appraisal. [Refer to the annual Board-approved appraisal calendar.]  |
| <b>Missed Deadlines</b>                              | In the event an appraisal deadline is missed by either the employee or appraiser, the appraiser shall document the reason in a memorandum to the employee and a copy shall be sent to the appraiser's manager. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document.  |

PERFORMANCE APPRAISAL

DN  
(LOCAL)

|   |   |
|---|---|
| <b>Standard Hours Change</b>                    | An employee whose standard hours increase to 20 hours or more per week prior to 90 days until the end of the appraisal period shall be appraised. An employee whose standard hours increase to 20 hours or more per week within the 90 days until the end of the appraisal period shall not be appraised.   |
| <b>Employee Position Change</b>                 | An employee whose position changes to a non-teacher position any time before the end of the appraisal period shall be appraised on the Non-Teacher Appraisal System.  |
| <b>Documentation And Records</b>                | Official appraisal records shall be maintained throughout a person's employment with the District as outlined in the District's Records Management Manuals.   |
| <b>Confidentiality</b>                          | A document evaluating the performance of a teacher or administrator shall be confidential.  |
| <b>Employee Copy</b>                            | All employees shall receive a copy of their annual appraisal.   |
| <b>Individual Professional Development Plan</b> | Every non-teacher employee shall have an Individual Professional Development Plan (IPDP) that sets a path for professional growth. The plan shall be developed collaboratively with the non-teacher employee and <del>his or her</del> their appraiser near the beginning of the appraisal period and revisited as necessary throughout the year.   |
| <b>Prescriptive Plan For Assistance</b>         | <p>An appraiser may place an employee on a Prescriptive Plan for Assistance (PPA) at any time when performance or behavior becomes a concern as evidenced by observations, work products, and behavior aligned to the appraisal expectations.</p> <p>The PPA shall outline the areas for improvement identified by the appraiser, and specific developmental activities within the employee's plan shall be monitored.</p>  |
| <b>Third-Party Input</b>                        | The appraiser shall verify and document third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence. A parent or legal guardian must sign if the initiating party is under 18 years of age. |
| <b>Employee Response</b>                        | Employees may submit a written response or rebuttal to their appraiser within ten working days of receipt of a written document. The appraiser will attach the employee's written response to the appraisal document.   |
| <b>Application Of Assessment Systems</b>        | All aspects of the appraisal systems shall be applied consistently and fairly to all employees. When an employee feels that any one of these procedures has been misapplied <del>to him or her</del> , a dispute  |

PERFORMANCE APPRAISAL

DN  
(LOCAL)

may be filed in accordance with the Dispute Resolution Process at DGBA(LOCAL). However, unless the procedure in question was maliciously misapplied, applied in bad faith, or not applied by an appraiser, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board or the Superintendent changing any employee's employment status under the terms of the employment contracts, if applicable, and state and federal laws.

**Complaints**

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

**Effective Date**

This policy shall be effective as of the adoption date: ~~October 14, 2016~~ February 11, 2022.

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LOCAL)

**Appraisal System  
and Process**

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

**General  
Requirements**

District teachers shall be appraised annually as specified by this policy, DNA(REGULATION), the Board-approved appraisal calendar, and the Texas Teacher Evaluation and Support System (T-TESS) Teacher Appraisal and Development System manual. Teachers will participate in the Teacher Appraisal and Development System (TADS)-T-TESS, or After July 1, 2024, the participation in T-TESS may include participation in a modified T-TESS that includes fewer annual formal observations Modified Teacher Appraisal and Development System (M-TADS).

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

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

**Appraisers**

All teachers shall be assigned a qualified primary appraiser. The primary appraiser must conduct the minimally required annual conferences and at least one formal observation. Any appraiser may conduct additional formal observations and/or formal walkthroughs.

Appraisers shall be school-based administrators or other individuals who meet eligibility requirements, as specified in DNA(REGULATION), and who have undergone the requisite appraiser training and certification provided by the District.

**Certification**

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

**Annual Training**

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



PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LOCAL)

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

**Conferences**

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

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

**Observations**

~~Teachers participating in TADST-TESS shall receive at least two formal, unannounced classroom observations, of at least 30 minutes in length. After July 1, 2024, any~~Each teacher participating in M-TADSa modified version of T-TESS shall receive at least one formal, unannounced classroom observation of at least 30 minutes in length. The observations shall be conducted by the teacher's appraiser. Appraisers shall not give notice of the date or time of an observation.

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

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

**Walkthroughs**

~~Each teacher participating in TADS-T-TESS shall may receive at least two one or more formal, unannounced walkthroughs of at least ten minutes in length. Each teacher participating in M-TADS shall receive at least one formal, unannounced walkthrough of at least ten minutes in length. The walkthroughs shall be conducted by the teacher's appraiser. Each walkthrough shall be followed by~~The appraiser who conducted the formal walkthrough shall provide the employee with specific, written feedback within ten working days from the date of the walkthrough. Post-walkthrough conferences may also be conducted at the request of either the appraiser or the teacher.

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LOCAL)

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

**Observations**

~~Teachers participating in TADS shall receive at least two formal, unannounced classroom observations, of at least 30 minutes in length. Each teacher participating in M-TADS shall receive at least one formal, unannounced classroom observation of at least 30 minutes in length. The observations shall be conducted by the teacher's appraiser. Appraisers shall not give notice of the date or time of an observation.~~

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

**Missed Deadlines**

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

**Appraisal Criteria**

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

1. Instructional practice; and
2. ~~Professional expectations; and~~
3. ~~2.~~ Student performance (as determined by the District).

Instructional  
Practice

Appraisers shall assess the extent to which a teacher meets a set of expectations for each of four domains: instructional planning and delivery

1. Planning;
2. Instruction;
3. Learning Environment; and
4. Professional Practices and Responsibilities.

Professional  
Expectations

~~Appraisers shall assess whether a teacher meets a set of expectations for professionalism.~~

Student  
Performance

Appraisers shall assess a teacher's effectiveness using student performance measures.

**Performance Criteria  
Feedback and  
Rating**

~~Every~~ Each teacher shall receive a performance rating feedback in Instructional Practice and Professional Expectations each domain of instructional practice during the end-of-year conference.

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LOCAL)

|   |  |
|---|--|
| <del>Timing</del>                               | <del>Every-Each</del> teacher shall receive a summative performance rating as specified in the Board-approved appraisal calendar, DNA(REG-ULATION), and the <del>Teacher Appraisal and Development System T-TESS</del> manual.   |
| <b>Individual Professional Development Plan</b> | <del>Every-Each</del> teacher shall have an individual professional development plan that sets a path for professional growth. The plan shall be developed collaboratively with the teacher and <del>his or her</del> <u>their</u> appraiser near the beginning of the school year and shall be revisited as necessary throughout the year.  |
| <b>Prescriptive Plan for Assistance</b>         | <p>An appraiser shall create a Prescriptive Plan for Assistance (PPA) for any teacher whose job performance becomes a concern as evidenced through walkthroughs and observations aligned to the instructional practice rubric. Teachers shall acknowledge receipt of the PPA within ten working days from receipt of the plan.</p> <p>The PPA form shall outline the focus areas for development, specific development activities and action steps, and expected changes in behavior or performance outcomes.</p> <p>The PPA shall be considered complete when the teacher's performance exhibits the expected change as noted by the appraiser.</p>   |
| <b>Third-Party Input</b>                        | <p>The appraiser shall verify and document third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence. <del>A parent or legal guardian must sign if the initiating party is under 18 years of age.</del></p>  |
| <b>Second Appraisal Review</b>                  | <p>Each teacher may request a second appraisal review of <del>his or her</del> <u>their</u> instructional practice, <del>professional expectations, and/or student performance ratings</del> by submitting a written request. The teacher's request must be submitted in writing within ten working days of receipt of the <del>performance category ratings at the Progress or End of Year Conference</del> <u>written feedback from a formal observation or formal walkthrough</u>. The teacher may only request a second appraisal for a specific performance category once throughout a school year.</p> <p>A second appraisal review for instructional practice shall require that the second appraiser conduct at least one unannounced <del>classroom formal observation or formal walkthrough, whichever led to the teacher's request for a second appraisal review</del> <u>along with a review of all documentation and data collected to inform the original rating. All instructional practice criteria must be rated.</u></p> |

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(LOCAL)

Each teacher may request a second appraisal review of their student performance. A second appraisal review for professional expectations and student performance shall require a review of all documents and related materials to assess the teacher in those areas. All professional expectation criteria must be rated.

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

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

**Teacher Responses**

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

**Application of  
Assessment  
Systems**

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

**Complaints**

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

**Amendment Process**

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

**Effective Date**

This policy shall be effective as of the adoption date, April 12, 2019February 11, 2022.

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Academics  
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY  
EF(LOCAL), INSTRUCTIONAL RESOURCES—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy EF(LOCAL), *Instructional Resources*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EF(LOCAL) 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 REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the establishment of Board Policy EF(LOCAL), *Instructional Resources*, on second reading, effective February 11, 2022.

## BOARD POLICY EXPLANATORY SHEET

| POLICY CODE  | TITLE (SUBJECT)         | SUBTITLE |
|--|-------------------------|----------|
| EF(LOCAL)  | Instructional Resources |          |
| <b>INITIATED BY:</b> Texas Association of School Boards (TASB)   |                         |          |
| <b>TYPE OF REVISION:</b> Establish   |                         |          |
| <b>APPLICABILITY:</b> This policy update applies to all board members, district personnel, students, and students' parents and guardians.  |                         |          |
| <b>BACKGROUND:</b><br><br><p>TASB recommends relocating the content existing in EFA(LOCAL) to this new policy code. The legal board policy addressing library materials has been relocated from policy code EFA(LEGAL) to code EF(LEGAL). This board item being brought forth to the board is moving the content that existed in EFA(LOCAL) to the code EF(LOCAL) to allow the local policies align with their respective legal policies.</p> <p>The local policy on instructional resources has been revised by TASB to include:</p> <ul style="list-style-type: none"> <li>• Replacing the term “instructional materials” throughout the policy with the broader term “instructional resources” to clarify the scope of the policy; and</li> <li>• Adding information for the INFORMAL RECONSIDERATION and FORMAL CONSIDERATION of challenges to instructional resources and GUIDING PRINCIPLES to assist individuals or committees responsible for reviewing the resources in the event of a challenge. The new text would replace the district’s reference to the Librarian’s Handbook since the policy is intended to cover more than library materials.</li> </ul> |                         |          |
| <b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None  |                         |          |
| <b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.  |                         |          |

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

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**Note:** For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

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**Objectives**

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

**Selection Criteria**

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

**Controversial Issues**

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

**Challenged Resources**

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal  
Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

DATE ISSUED:

2 of 4

EF(LOCAL)-A



INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal  
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

**Guiding Principles**

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

INSTRUCTIONAL RESOURCES

EF  
(LOCAL)

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to their own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

**Effective Date**

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

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Academics  
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF PROPOSED DELETION OF BOARD POLICY  
EFA(LOCAL), INSTRUCTIONAL RESOURCES: INSTRUCTIONAL  
MATERIALS—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the proposed deletion of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*, as recommended by the Texas Association of School Boards (TASB).

A copy of Board Policy EFA(LOCAL) 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 DELETE BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the proposed deletion of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*, on second reading, effective February 11, 2022.

**BOARD POLICY EXPLANATORY SHEET**

|   |                         |                         |
|---|-------------------------|-------------------------|
| <b>POLICY CODE</b>  | <b>TITLE (SUBJECT)</b>  | <b>SUBTITLE</b>         |
| EFA(LOCAL)  | Instructional Resources | Instructional Materials |
| <b>INITIATED BY:</b> Texas Association of School Boards (TASB)  |                         |                         |
| <b>TYPE OF REVISION:</b> Deletion   |                         |                         |
| <b>APPLICABILITY:</b> This policy update applies to all board members, district personnel, students, and students' parents and guardians.   |                         |                         |
| <b>BACKGROUND:</b><br><br><p>TASB recommends the deletion of this policy code and relocating the content existing in EFA(LOCAL) to new policy code EF(LOCAL).</p> <p>Given that the legal policy addressing library material has been moved from EFA(LEGAL) to EF(LEGAL), TASB recommends deleting EFA(LOCAL) to avoid duplication of policies as the deleted text is being moved to EF(LOCAL). (See item K-3.)</p> |                         |                         |
| <b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None   |                         |                         |
| <b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.   |                         |                         |

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(LOCAL)

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, "instructional resources" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for the selection and adoption process of state-adopted instructional materials.]

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

selection CRITERIA

In the selection of instructional resources, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(LOCAL)

2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

CONTROVERSIAL  
ISSUES

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

CHALLENGED  
MATERIALS

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness following established informal and formal reconsideration procedures. [See the Librarian's Handbook]

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of School Offices  
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL OF PROPOSED DELETION OF BOARD POLICY  
EGA(LOCAL), CURRICULUM DEVELOPMENT: INNOVATIVE AND  
MAGNET PROGRAMS—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the proposed deletion of Board Policy EGA(LOCAL), *Curriculum Development: Innovative and Magnet Programs*, as recommended by the Texas Association of School Boards (TASB).

A copy of Board Policy EGA(LOCAL) 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 DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed deletion of Board Policy EGA(LOCAL), *Curriculum Development: Innovative and Magnet Programs*, on second reading, effective February 11, 2022.

**BOARD POLICY EXPLANATORY SHEET**

|  |                        |                                |
|--|------------------------|--------------------------------|
| <b>POLICY CODE</b>   | <b>TITLE (SUBJECT)</b> | <b>SUBTITLE</b>                |
| EGA(LOCAL)   | Curriculum Development | Innovative and Magnet Programs |
| <b>INITIATED BY:</b> Texas Association of School Boards (TASB)   |                        |                                |
| <b>TYPE OF REVISION:</b> Approval of Deletion of Board Policy  |                        |                                |
| <b>APPLICABILITY:</b> This policy update applies to all board members, district personnel, students, and students' parents and guardians.  |                        |                                |
| <b>BACKGROUND:</b><br><br><p>EGA is no longer an active code in the board policy manual. Local policy provisions on innovation and magnet programs have been relocated to EHBJ. This policy deletes EGA to avoid duplication with the new policy code for this subject (EHBJ).</p> <p>The administration is not recommending any changes to the content being moved from K-5 (EGA) to K-6 (EHBJ). The deletion of EGA(LOCAL) prevents duplication when the text is moved to EHBJ (item K-6).</p> |                        |                                |
| <b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None  |                        |                                |
| <b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.  |                        |                                |



CURRICULUM DEVELOPMENT  
INNOVATIVE AND MAGNET PROGRAMS

EGA  
(LOCAL)

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

DEFINITIONS

The following definitions are used herein:

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

SCHOOLS AND TYPES  
OF PROGRAMS

The magnet program in the District offers students a portfolio of kindergarten-grade 12 engaging, academically rigorous, and theme-based choices. The program seeks to recruit and draw a socioeconomically and ethnically diverse student body from

CURRICULUM DEVELOPMENT  
INNOVATIVE AND MAGNET PROGRAMS

EGA  
(LOCAL)

throughout the District with the ultimate goal of the student population reflecting the diversity of the District's metropolitan community.

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

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

PROGRAM  
CHARACTERISTICS

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

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

MEASURES OF  
SUCCESS AND  
ACCOUNTABILITY

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

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

CURRICULUM DEVELOPMENT  
INNOVATIVE AND MAGNET PROGRAMS

EGA  
(LOCAL)

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

Funding SYSTEM

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

Establishing a Magnet Program

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

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

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

Modifying an Existing Magnet Program

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

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

SUN-SETTING A  
MAGNET PROGRAM

The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must

CURRICULUM DEVELOPMENT  
INNOVATIVE AND MAGNET PROGRAMS

EGA  
(LOCAL)

Student Application,  
Selection, and  
Admission Process

be maintained for a magnet program to retain its status, funding, and transportation. Changes in status shall require a transparent review process with a clear time line for implementation prior to the student application process.

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

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

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

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

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of School Offices  
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY  
EHBJ(LOCAL), SPECIAL PROGRAMS: INNOVATIVE AND MAGNET  
PROGRAMS—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy EHBJ(LOCAL), *Special Programs: Innovative and Magnet Programs*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EHBJ(LOCAL) 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 REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the establishment of Board Policy EHBJ(LOCAL), *Special Programs: Innovative and Magnet Programs*, on second reading, effective February 11, 2022.

**BOARD POLICY EXPLANATORY SHEET**

|  |                        |                                |
|--|------------------------|--------------------------------|
| <b>POLICY CODE</b>   | <b>TITLE (SUBJECT)</b> | <b>SUBTITLE</b>                |
| EHBJ(LOCAL)  | Special Programs       | Innovative and Magnet Programs |
| <b>INITIATED BY:</b> Texas Association of School Boards (TASB)   |                        |                                |
| <b>TYPE OF REVISION:</b> Establishment of New Board Policy   |                        |                                |
| <b>APPLICABILITY:</b> This policy update applies to all board members, district personnel, students, and students' parents and guardians.  |                        |                                |
| <b>BACKGROUND:</b><br><br><p>This policy is recommended by TASB for inclusion in Houston Independent School District (HISD) Board Policy.</p> <p>EHBJ is the new policy code that addresses Innovative and Magnet programs for school districts. The content has not been changed from what it was in EGA, it has just been moved from EGA (an inactive code) to EHBJ.</p> <p>The administration is not recommending any changes to the content being moved from K-5 (EGA) to K-6 (EHBJ). The deletion of EGA(LOCAL) prevents duplication when the text is moved to EHBJ (item K-6).</p> |                        |                                |
| <b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None  |                        |                                |
| <b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.  |                        |                                |

SPECIAL PROGRAMS  
INNOVATIVE AND MAGNET PROGRAMS

EHB  
(LOCAL)

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

**Definitions**

The following definitions are used herein:

1. Community – In this policy is defined as the overall District jurisdictional boundary and may be referred to as the greater Houston area.
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6. Separate and Unique – A magnet school that does not have a defined attendance zone to the overall District jurisdictional boundary. This magnet school is also referred to as a dedicated or standalone magnet.

**Schools and Types  
of Programs**

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

DATE ISSUED:

1 of 4

EHB(LOCAL)-X

SPECIAL PROGRAMS  
INNOVATIVE AND MAGNET PROGRAMS

EHB  
(LOCAL)

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

- Elementary school – Application and, when applicable, testing for appropriate program. [See EHBB(LOCAL)]
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**Program  
Characteristics**

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

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

**Measures of  
Success and  
Accountability**

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

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



SPECIAL PROGRAMS  
INNOVATIVE AND MAGNET PROGRAMS

EHB  
(LOCAL)

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

**Funding System**

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

**Establishing a Magnet Program**

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

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

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

**Modifying an Existing Magnet Program**

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

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

**Sun-Setting a Magnet Program**

The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must be maintained for a magnet program to retain its status, funding,

SPECIAL PROGRAMS  
INNOVATIVE AND MAGNET PROGRAMS

EHB  
(LOCAL)

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

and transportation. Changes in status shall require a transparent review process with a clear timeline for implementation prior to the student application process.

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

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

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

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

**Effective Date**

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

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Academics  
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY  
EMI(LOCAL), MISCELLANEOUS INSTRUCTIONAL POLICIES: STUDY  
OF RELIGION—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy EMI(LOCAL), *Miscellaneous Instructional Policies: Study of Religion*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EMI(LOCAL) 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 REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the establishment of Board Policy EMI(LOCAL), *Miscellaneous Instructional Policies: Study of Religion*, on second reading, effective February 11, 2022.

**BOARD POLICY EXPLANATORY SHEET**

|   |                                      |                   |
|---|--------------------------------------|-------------------|
| <b>POLICY CODE</b>  | <b>TITLE (SUBJECT)</b>               | <b>SUBTITLE</b>   |
| EMI(LOCAL)  | Miscellaneous Instructional Policies | Study of Religion |
| <b>INITIATED BY:</b> Texas Association of School Boards (TASB)  |                                      |                   |
| <b>TYPE OF REVISION:</b> Addition   |                                      |                   |
| <b>APPLICABILITY:</b> This policy update applies to all board members, district personnel, students, and students' parents and guardians.   |                                      |                   |
| <b>BACKGROUND:</b><br><br><p>TASB recommends that school districts have a policy regarding the teaching of religion, and that this policy be included in the district's policy manual. The text for this policy is the text that is recommended by TASB for school districts to implement.</p> <p>The policy provides guidance on the use of religious texts in instruction, the display of religious symbols as teaching aids, the performance of religious music as part of a secular program of instruction, and religious elements in a student's work.</p> |                                      |                   |
| <b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None   |                                      |                   |
| <b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.   |                                      |                   |

MISCELLANEOUS INSTRUCTIONAL POLICIES  
STUDY OF RELIGION

EMI  
(LOCAL)

**Teaching about Religion**

The inclusion of religion in the study of history, culture, literature, music, drama, and art is essential to a full and fair presentation of the curriculum. The inclusion of religious elements is appropriate as long as the material included is intrinsic to the field of study in which it is presented and as long as it is presented objectively.

The District's approach to teaching about religion shall be academic, not devotional. Emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and thorough study of these areas. Such studies shall not foster any particular religious tenet nor demean any religious beliefs, but shall attempt to develop mutual respect among students and advance their knowledge and appreciation of the role that religious heritage plays in the social, cultural, and historic development of civilization.

**Religious Texts**

Use of religious texts in instruction shall be guided by the principles set forth above. Other than texts used in an appropriate course of study, the District shall not distribute religious texts or materials to students. Such materials may be indexed, shelved, and circulated as library materials. [See FNAA regarding student distribution of nonschool literature and GKDA regarding nonstudent distribution of nonschool literature]

**Religious Music**

District music groups may perform or receive instruction regarding religious music as part of the secular program of instruction. The primary purpose of the inclusion of religious music in performances or instruction shall be academic, not devotional. Performances and instruction shall reflect religious diversity when appropriate.

**Religious Symbols**

Religious symbols may be displayed as a teaching aid. Their display shall be temporary and limited to specific teaching activities; such displays shall not be permitted for devotional purposes.

**Religious Elements in Student Work**

Students may choose to include religious elements in their schoolwork, such as papers, presentations, or artwork; however, students' work must fulfill the purpose of the assignment and be evaluated by secular academic standards.

**Effective Date**

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

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

Office of Academics  
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY  
FFAA(LOCAL), WELLNESS AND HEALTH SERVICES: PHYSICAL  
EXAMINATIONS—SECOND READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy FFAA(LOCAL), *Wellness and Health Services: Physical Examinations*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy FFAA(LOCAL) 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 REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the proposed revisions to FFAA(LOCAL), *Wellness and Health Services: Physical Examinations*, on second reading, effective February 11, 2022.

## BOARD POLICY EXPLANATORY SHEET

|   |                              |                       |
|---|------------------------------|-----------------------|
| <b>POLICY CODE</b>  | <b>TITLE (SUBJECT)</b>       | <b>SUBTITLE</b>       |
| FFAA(LOCAL)   | Wellness and Health Services | Physical Examinations |
| <b>INITIATED BY:</b> Texas Association of School Boards (TASB)  |                              |                       |
| <b>TYPE OF REVISION:</b> Revision   |                              |                       |
| <b>APPLICABILITY:</b> This policy update applies to all board members, district personnel, students, and students' parents and guardians.   |                              |                       |
| <b>BACKGROUND:</b><br><br><p>The University Interscholastic League (UIL) implemented a new rule that requires students participating in marching band to receive a pre-participation physical in accordance with the UIL schedule. This policy revision expands the scope of the requirement to address this rule change as the original policy is limited to athletic competition, and the new wording allows it to address other UIL activities such as marching band.</p> <p>The policy revisions broaden current language to accommodate future changes to UIL rules and allow the superintendent to designate other extracurricular programs for which the district will require physicals. Further information on the new UIL rule is available at <a href="https://www.uil texas.org/files/music/Marching_Band_Physical_Exam_FAQ.pdf">https://www.uil texas.org/files/music/Marching_Band_Physical_Exam_FAQ.pdf</a>.</p> |                              |                       |
| <b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None   |                              |                       |
| <b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.   |                              |                       |

WELLNESS AND HEALTH SERVICES  
PHYSICAL EXAMINATIONS

FFAA  
(LOCAL)

**UIL  
Participation Require  
d Medical Clearance**

~~A student desiring~~ Prior to participating in the designated University Interscholastic League (UIL) athletic competition program or other District extracurricular program identified by the Superintendent, a student shall ~~submit~~ undergo a physical examination annually ~~and shall submit~~ a statement from a physician, a physician assistant licensed by the State Board of Physician Assistant Examiners, a registered nurse recognized as an advanced practice nurse by the Board of Nurse Examiners, or a doctor of chiropractic indicating that the student has been examined and ~~is physically able medically cleared~~ to participate in the athletic program. ~~Examinations signed by any other health care practitioner shall not be accepted.~~

**Pediculosis (Lice Infestation)**

Exclusion from  
School

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

Re-admittance to  
School

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

Notice of Lice

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

**Additional Screening**

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

**Referrals**

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

**Effective Date**

This policy shall be effective as of the adoption date, ~~October 12, 2018~~ February 11, 2022.



# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

**SUBJECT: DEBT MANAGEMENT ACTIVITY REPORT**

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

The district's *Debt Management Policy* requires that the Office of Finance provide a report to the Board of Education semi-annually detailing debt management activities and adherence to the policy. The attached report includes the fiscal year from July 1, 2021, through December 31, 2021.

**Executive Summary****Purpose:**

The District's Debt Management Policy requires that the Office of Finance provide a report to the Board of Education semi-annually detailing debt management activity and adherence to the policy.

**Prerequisites:**

The report contains debt activity from July 1, 2021, through December 31, 2021.

**Board Meeting Requirements:**

None



# REPORT OF DEBT MANAGEMENT ACTIVITIES

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Houston Independent School District  
As of December 31, 2021

# FOREWORD

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- Pursuant to the Debt Management Policy adopted by the Board of Education of the Houston Independent School District, the Office of Finance shall periodically report to the Board debt management activities and adherence to the Policy.

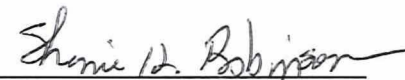
# COMPLIANCE CERTIFICATION

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



Glenn Reed  
Chief Financial Officer



Sherrie Robinson  
Controller

# DEBT MANAGEMENT POLICY COMPLIANCE REVIEW As of December 31, 2021

| Houston ISD Compliance Summary   |           |  |
|--|-----------|--|
| Category   | Compliant | Comments   |
| Debt Management Policy reviewed annually.  | Yes       | Approved by Board of Education on 6/10/2021.   |
| Arbitrage reports prepared and reported in CAFR.   | Yes       | CAFR dated 6/30/2021 reflected no arbitrage liabilities, consistent with prepared reports                          |
| Authorized types of debt issued in current reporting period.   | Yes       | No new debt was reissued, or existing debt remarketed in the reporting period                                      |
| Variable rate debt $\leq$ 25% of total debt.   | Yes       | As of 6/30/2021 variable rate debt equaled 12.37% of total debt.   |
| Refunded debt met net present savings thresholds of 2% for current refundings and 4% for advance refundings.                 | Yes       | No refunding transactions in current reporting period.   |
| Legal debt limitation requirements met.  | Yes       | Attorney General letter on file with issuance documents.   |
| District debt service tax rate limitation of \$1.00 per \$100 assessed valuation and total tax rate of \$1.70 not exceeded.  | Yes       | Current debt service tax rate is \$0.1667 and total tax rate is \$1.0944.  |
| The District obtained credit ratings from at least two nationally recognized bond rating agencies prior to bond issues.      | Yes       | Current ratings are Aaa by Moody's and AA+ by Standard & Poors.  |
| Required bond issuance reports filed with nationally recognized municipal securities information repository by bond counsel. | Yes       | Letter on file by bond counsel (Orrick Herrington) dated 7/1/2021 indicating compliance.                           |
| The District filed the CAFR with the MSRB on EMMA Dataport.  | Yes       | Filed by District in November 19, 2021.  |
| The District filed the Annual Financial and Operating Data Disclosure Report with the MSRB on EMMA Dataport.                 | Yes       | Filed by District December 7, 2021.  |
| Investment of bond proceeds meets Debt Policy guidelines.  | Yes       | Proceeds invested in segregated accounts and reported within the district's Cash Management and Investment Policy. |
| The District met targeted debt service fund balance of 10% of total debt service at most recent fiscal year end.             | Yes       | The debt service fund balance at 6/30/2021 was 32.68% of budgeted 2022 debt service.                               |

# SUMMARY OF DEBT ACTIVITY

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## □ DEBT PAYMENTS (7/01/2021 through 12/31/2021)

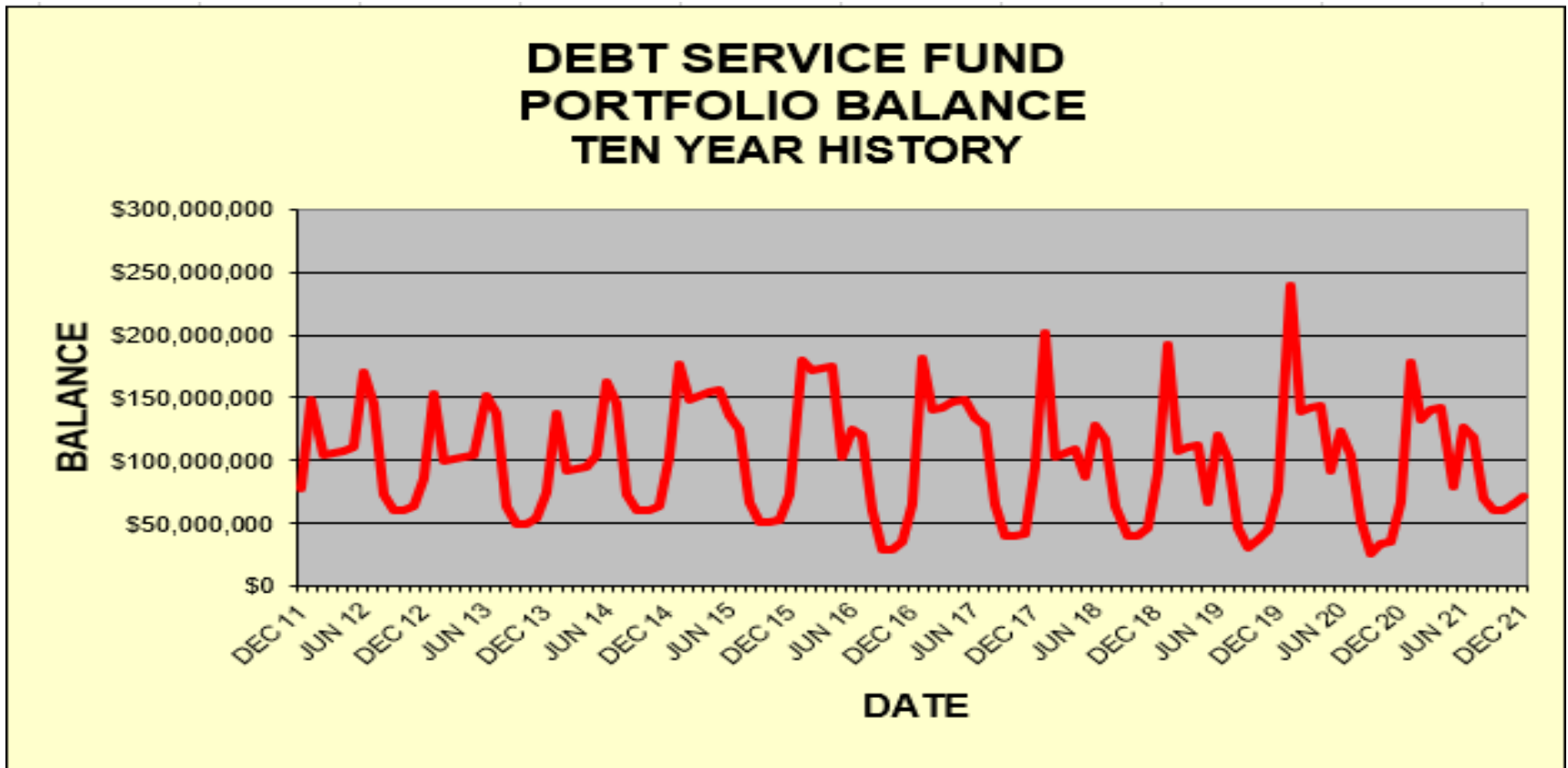
|                                   |                             |
|-----------------------------------|-----------------------------|
| Principal Payments                | \$ 13,630,073               |
| Interest Payments                 | \$ 62,167,611               |
| Escrow Agents – Current Refunding | \$ -                        |
| Fiscal Charges                    | <u>\$ -</u>                 |
| Total Expenditures                | \$ 75,797,684               |
| Other Financing Uses -            |                             |
| Escrow Agents – Advance Refunding | <u>\$ -</u>                 |
| Total Disbursements (Uses)        | <u><u>\$ 75,794,684</u></u> |

# HOUSTON INDEPENDENT SCHOOL DISTRICT DEBT SUMMARY AS OF DECEMBER 31, 2021

| Date of<br>Issue          | Description                                     | Original<br>Issue<br>Amount | Final<br>Maturity<br>Date | 6/30/2021<br>Debt<br>Principal | 7/21 - 12/21                           | 7/21 - 12/21                        | 7/21 - 12/21                       | 12/31/2021<br>Debt<br>Principal |
|---------------------------|---|-----------------------------|---------------------------|--------------------------------|--|-------------------------------------|------------------------------------|---------------------------------|
|                           |   |                             |                           |                                | Activity<br>Debt<br>Sales/(Refundings) | Activity<br>Debt<br>Principal Pymts | Activity<br>Debt<br>Interest Pymts |                                 |
| 11/01/09                  | Series 2009A-2 (BABS)                           | 148,850,000                 | 2/15/2034                 | 148,850,000                    |  |                                     | 4,579,309                          | 148,850,000                     |
| 11/01/09                  | Series 2009A-3 (BABS)                           | 183,750,000                 | 2/15/2028                 | 135,250,000                    |  |                                     | 3,973,156                          | 135,250,000                     |
| 5/01/98                   | Lease Revenue Series 1998A (PFC)                | 46,246,108                  | 9/15/2021                 | 1,115,072                      |  | 1,115,073                           | 2,769,927                          | -                               |
| 4/26/10                   | Lease Revenue Series 2010A (PFC EI)             | 16,070,000                  | 9/15/2021                 | 4,905,000                      |  | 4,905,000                           | 98,100                             | -                               |
| 2/14/13                   | Limited Tax Refunding Series 2013C              | 92,905,000                  | 2/15/2032                 | 72,240,000                     |  |                                     | 1,503,775                          | 72,240,000                      |
| 2/14/13                   | Limited Tax Sch and Ref Series 2013A            | 209,640,000                 | 2/15/2038                 | 124,605,000                    |  |                                     | 2,760,000                          | 124,605,000                     |
| 2/14/13                   | Variable Rate Ltd Tax Sch Series 2013B          | 147,130,000                 | 6/1/2037                  | 44,510,000                     |  |                                     | 685,125                            | 44,510,000                      |
| 12/16/14                  | Limited Tax Refunding Series 2014B              | 365,395,000                 | 2/15/2033                 | 173,090,000                    |  |                                     | 3,522,350                          | 173,090,000                     |
| 4/12/16                   | Limited Tax Sch and Ref Series 2016A            | 757,195,000                 | 2/15/2041                 | 623,135,000                    |  |                                     | 14,264,400                         | 623,135,000                     |
| 4/19/16                   | Limited Tax Refunding Series 2016B              | 19,975,000                  | 2/15/2033                 | 19,975,000                     |  |                                     | 349,563                            | 19,975,000                      |
| 5/23/17                   | Limited Tax Sch and Ref Series 2017             | 848,740,000                 | 2/15/2042                 | 697,155,000                    |  |                                     | 16,305,775                         | 697,155,000                     |
| 6/29/17                   | Lease Revenue Ref Series 2017 (PFC)             | 21,550,000                  | 9/15/2030                 | 16,435,000                     |  | 1,350,000                           | 369,925                            | 15,085,000                      |
| 6/27/18                   | Limited Tax Sch Series 2018                     | 86,960,000                  | 2/15/2043                 | 82,635,000                     |  |                                     | 2,045,975                          | 82,635,000                      |
| 6/01/19                   | Variable Rate Ltd Tax Sch Series 2013B          | 49,425,000                  | 6/1/2037                  | 49,425,000                     |  |                                     | 556,031                            | 49,425,000                      |
| 6/01/19                   | Variable Rate Ltd Tax Sch Series 2014A-2        | 110,520,000                 | 6/1/2039                  | 110,520,000                    |  |                                     | 1,243,350                          | 110,520,000                     |
| 10/22/19                  | Lease Revenue Ref Series 2019 (PFC)             | 29,675,000                  | 9/15/2029                 | 29,675,000                     |  |                                     | 741,875                            | 29,675,000                      |
| 6/01/20                   | Variable Rate Ltd Tax Refunding Series 2012     | 37,115,000                  | 6/1/2029                  | 37,115,000                     |  |                                     | 742,300                            | 37,115,000                      |
| 6/01/20                   | Variable Rate Ltd Tax Refunding Series 2014A-1B | 82,105,000                  | 6/1/2039                  | 82,105,000                     |  |                                     | 1,642,100                          | 82,105,000                      |
| <b>Bonds Payable</b>      |   | \$3,253,246,108             |                           | \$2,452,740,072                | \$-                                    | \$7,370,073                         | \$58,153,036                       | \$2,445,370,000                 |
| 6/27/18                   | Maintenance Tax Notes Series 2018               | \$174,615,000               | 1/15/2038                 | \$162,970,000                  | \$-                                    | \$6,260,000                         | \$4,014,575                        | \$156,710,000                   |
| <b>Notes Payable</b>      |   | \$174,615,000               |                           | \$162,970,000                  | \$-                                    | \$6,260,000                         | \$4,014,575                        | \$156,710,000                   |
| <b>Total Debt Payable</b> |   | <u>\$3,427,861,108</u>      |                           | <u>\$2,615,710,072</u>         | <u>\$-</u>                             | <u>\$13,630,073</u>                 | <u>\$62,167,611</u>                | <u>\$2,602,080,000</u>          |



# INVESTMENT AND CASH BALANCES



# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools  
Board of Education Meeting of February 10, 2022

SUBJECT: **BUDGET TO ACTUAL REPORT**

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

The quarterly budget to actual report for the quarter ending December 30, 2021, for fiscal year 2021–2022 contains budget to actual schedules for the General Fund, Child Nutrition Fund, and Debt Service Fund.

**Executive Summary****Purpose:**

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

The quarterly budget to actual report for the quarter ending December 30, 2021, for fiscal year 2021–2022 contains budget to actual schedules for the General Fund, the Child Nutrition Fund, and the Debt Service Fund.

**Prerequisites:**

None

**Board Meeting Requirements:**

None

## General Fund | Function Financial Summary

For the Period Ending December 31, 2021

|    |  | Actual as of<br>December 31, 2020 | Budget as of<br>December 31, 2020 | YTD % of PY<br>Actual | Actual as of December<br>31, 2021 | Budget as of December<br>31, 2021 | YTD % of<br>Budget |
|----|--|-----------------------------------|-----------------------------------|-----------------------|-----------------------------------|-----------------------------------|--------------------|
|    | <b>REVENUES</b>  |                                   |                                   |                       |                                   |                                   |                    |
|    | Local sources  | \$381,528,589                     | \$1,785,542,493                   | 21.37%                | \$530,613,762                     | \$1,906,723,497                   | 27.83%             |
|    | State sources  | 128,769,485                       | 166,787,686                       | 77.21%                | 47,238,550                        | 157,174,069                       | 30.05%             |
|    | Federal sources  | 9,101,426                         | 19,724,182                        | 46.14%                | 3,709,677                         | 17,230,000                        | 21.53%             |
|    | <b>TOTAL REVENUE</b>                                     | <b>\$519,399,500</b>              | <b>\$1,972,054,361</b>            | <b>26.34%</b>         | <b>\$581,561,989</b>              | <b>\$2,081,127,566</b>            | <b>27.94%</b>      |
|    | <b>EXPENDITURES FUNCTIONS</b>                            |                                   |                                   |                       |                                   |                                   |                    |
| 11 | Instruction  | \$450,750,861                     | \$1,185,880,033                   | 38.01%                | \$441,414,955                     | \$1,217,657,545                   | 36.25%             |
| 12 | Instructional Media                                      | 5,156,832                         | 9,941,196                         | 51.87%                | 2,870,367                         | 9,077,846                         | 31.62%             |
| 13 | Curriculum & Personnel Development                       | 13,800,631                        | 36,872,622                        | 37.43%                | 14,881,222                        | 36,801,097                        | 40.44%             |
| 21 | Instructional Leadership                                 | 12,155,924                        | 27,751,404                        | 43.80%                | 11,509,832                        | 24,958,784                        | 46.12%             |
| 23 | School Leadership  | 71,710,949                        | 150,853,389                       | 47.54%                | 71,078,733                        | 151,073,672                       | 47.05%             |
| 31 | Guidance & Counseling                                    | 34,437,626                        | 67,394,809                        | 51.10%                | 32,712,112                        | 67,145,973                        | 48.72%             |
| 32 | Social Work Services                                     | 7,488,363                         | 17,671,219                        | 42.38%                | 7,628,664                         | 19,857,878                        | 38.42%             |
| 33 | Health Services  | 25,200,644                        | 36,060,192                        | 69.88%                | 11,941,088                        | 32,469,388                        | 36.78%             |
| 34 | Pupil Transportation                                     | 20,468,745                        | 64,417,610                        | 31.78%                | 24,142,961                        | 61,318,080                        | 39.37%             |
| 35 | Food Services  | 209,377                           | 0                                 |                       | 16,592                            | 41,233                            | 40.24%             |
| 36 | Extracurricular Activities                               | 9,213,892                         | 13,281,724                        | 69.37%                | 11,000,320                        | 12,951,402                        | 84.94%             |
| 41 | General Administration                                   | 17,897,658                        | 39,915,362                        | 44.84%                | 20,368,173                        | 42,438,175                        | 47.99%             |
| 51 | Plant Maintenance & Operations                           | 88,344,706                        | 231,907,870                       | 38.09%                | 108,003,152                       | 234,858,859                       | 45.99%             |
| 52 | Security & Monitoring Services                           | 12,139,020                        | 29,380,950                        | 41.32%                | 12,633,035                        | 30,056,740                        | 42.03%             |
| 53 | Data Processing Services                                 | 70,474,764                        | 131,903,893                       | 53.43%                | 30,981,224                        | 117,782,530                       | 26.30%             |
| 61 | Community Service  | 1,393,158                         | 2,952,117                         | 47.19%                | 979,606                           | 2,837,287                         | 34.53%             |
| 71 | Debt Service   | 9,329,364                         | 15,250,000                        | 61.18%                | 14,740,385                        | 16,092,017                        | 91.60%             |
| 81 | Facilities Acq. & Construction                           | 491,785                           | 2,910,474                         | 16.90%                | 1,631,813                         | 3,845,157                         | 42.44%             |
| 91 | Contracted Instructional Services Between Public Schools | 0                                 | 12,083,891                        | 0.00%                 | 0                                 | 213,265,281                       | 0.00%              |
| 93 | Payments to Fiscal Agent                                 | 0                                 | 0                                 |                       | 0                                 | 0                                 |                    |
| 95 | Payments to JJAEP Programs                               | 0                                 | 792,000                           | 0.00%                 | 0                                 | 792,000                           | 0.00%              |
| 97 | Payments to Tax Increment Fund                           | 0                                 | 63,066,742                        | 0.00%                 | 0                                 | 69,106,766                        | 0.00%              |
| 99 | Other Intergovernmental Charges                          | 7,652,746                         | 16,505,000                        | 46.37%                | 7,836,202                         | 16,108,790                        | 48.65%             |
|    | <b>TOTAL EXPENDITURES</b>                                | <b>\$858,317,043</b>              | <b>\$2,156,792,497</b>            | <b>39.80%</b>         | <b>\$826,370,436</b>              | <b>\$2,380,536,500</b>            | <b>34.71%</b>      |
|    | <b>SURPLUS / (DEFICIT)</b>                               | <b>(\$338,917,543)</b>            | <b>(\$184,738,136)</b>            |                       | <b>(\$244,808,447)</b>            | <b>(\$299,408,934)</b>            |                    |
|    | <b>OTHER FINANCING SOURCES / (USES)</b>                  |                                   |                                   |                       |                                   |                                   |                    |
|    | Other Financing Sources                                  | \$0                               | \$22,500,000                      |                       | \$0                               | \$42,366,685                      |                    |
|    | Other Financing Uses                                     | 0                                 | (37,449,140)                      |                       | 0                                 | (28,348,422)                      |                    |
|    | <b>TOTAL OTHER FINANCING SOURCES / (USES)</b>            | <b>\$0</b>                        | <b>(\$14,949,140)</b>             |                       | <b>\$0</b>                        | <b>\$14,018,263</b>               |                    |
|    | <b>Result of Operations</b>                              | <b>(\$338,917,543)</b>            | <b>(\$199,687,276)</b>            |                       | <b>(\$244,808,447)</b>            | <b>(\$285,390,671)</b>            |                    |

## Debt Service Fund | Function Financial Summary

For the Period Ending December 31, 2021

|   | Actual as of December 31,<br>2020 | Budget as of December<br>31, 2020 | YTD % of PY<br>Actual | Actual as of December 31,<br>2021 | Budget as of December<br>31, 2021 | YTD % of<br>Budget |
|---|-----------------------------------|-----------------------------------|-----------------------|-----------------------------------|-----------------------------------|--------------------|
| <b>REVENUES</b>                               |                                   |                                   |                       |                                   |                                   |                    |
| Local sources                                 | \$64,506,482                      | \$311,953,861                     | 20.68%                | \$94,012,663                      | \$327,582,527                     | 28.70%             |
| State sources                                 | 2,056,656                         | 20,782,280                        | 9.90%                 | \$2,019,951                       | \$2,000,000                       | 101.00%            |
| <b>TOTAL REVENUE</b>                          | <b>\$66,563,138</b>               | <b>\$332,736,141</b>              | <b>20.00%</b>         | <b>\$96,032,614</b>               | <b>\$329,582,527</b>              | <b>29.14%</b>      |
| <b>EXPENDITURES FUNCTIONS</b>                 |                                   |                                   |                       |                                   |                                   |                    |
| Debt Service                                  | 84,596,082                        | 405,793,086                       | 20.85%                | 63,293,591                        | 355,975,998                       | 17.78%             |
| <b>TOTAL EXPENDITURES</b>                     | <b>\$84,596,082</b>               | <b>\$405,793,086</b>              | <b>20.85%</b>         | <b>\$63,293,591</b>               | <b>\$355,975,998</b>              | <b>17.78%</b>      |
| <b>SURPLUS / (DEFICIT)</b>                    | <b>(\$18,032,944)</b>             | <b>(\$73,056,945)</b>             |                       | <b>\$32,739,023</b>               | <b>(\$26,393,471)</b>             |                    |
| <b>OTHER FINANCING SOURCES / (USES)</b>       |                                   |                                   |                       |                                   |                                   |                    |
| Other Financing Sources                       | \$0                               | \$42,768,880                      |                       | \$0                               | \$26,744,350                      |                    |
| <b>TOTAL OTHER FINANCING SOURCES / (USES)</b> | <b>\$0</b>                        | <b>\$42,768,880</b>               |                       | <b>\$0</b>                        | <b>\$26,744,350</b>               |                    |
| <b>Result of Operations</b>                   | <b>(\$18,032,944)</b>             | <b>(\$30,288,065)</b>             |                       | <b>\$32,739,023</b>               | <b>\$350,879</b>                  |                    |

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### Child Nutrition Fund | Function Financial Summary

For the Period Ending December 31, 2021

|   | Actual as of December 31,<br>2020 | Budget as of December<br>31, 2020 | YTD % of PY<br>Actual | Actual as of December 31,<br>2021 | Budget as of December<br>31, 2021 | YTD % of<br>Budget |
|---|-----------------------------------|-----------------------------------|-----------------------|-----------------------------------|-----------------------------------|--------------------|
| <b>REVENUES</b>                               |                                   |                                   |                       |                                   |                                   |                    |
| Local sources                                 | 9,968                             | 112,500                           | 8.86%                 | 10,532                            | 31,009                            | 33.96%             |
| State sources                                 | 887,094                           | 585,000                           | 151.64%               | 0                                 | 537,594                           | 0.00%              |
| Federal sources                               | 25,274,180                        | 104,924,484                       | 24.09%                | 55,408,032                        | 137,631,368                       | 40.26%             |
| <b>TOTAL REVENUE</b>                          | <b>\$26,171,241</b>               | <b>\$105,621,984</b>              | <b>24.78%</b>         | <b>\$55,418,564</b>               | <b>\$138,199,971</b>              | <b>40.10%</b>      |
| <b>EXPENDITURES FUNCTIONS</b>                 |                                   |                                   |                       |                                   |                                   |                    |
| Food Services                                 | 38,441,848                        | 120,337,264                       | 31.95%                | 53,484,226                        | 135,619,794                       | 39.44%             |
| General Administration                        | 324                               | 0                                 |                       | -                                 | -                                 |                    |
| Plant Maintenance & Operations                | 618,995                           | 762,110                           | 81.22%                | 756,503                           | 1,311,504                         | 57.68%             |
| <b>TOTAL EXPENDITURES</b>                     | <b>\$39,061,167</b>               | <b>\$121,099,374</b>              | <b>32.26%</b>         | <b>\$54,240,729</b>               | <b>\$136,931,298</b>              | <b>39.61%</b>      |
| <b>SURPLUS / (DEFICIT)</b>                    | <b>(\$12,889,926)</b>             | <b>(\$15,477,390)</b>             |                       | <b>\$1,177,835</b>                | <b>\$1,268,673</b>                |                    |
| <b>OTHER FINANCING SOURCES / (USES)</b>       |                                   |                                   |                       |                                   |                                   |                    |
| Other Financing Sources                       | \$0                               | \$2,647,890                       |                       | \$0                               | \$2,647,890                       |                    |
| <b>TOTAL OTHER FINANCING SOURCES / (USES)</b> | <b>\$0</b>                        | <b>\$2,647,890</b>                |                       | <b>\$0</b>                        | <b>\$2,647,890</b>                |                    |
| <b>Result of Operations</b>                   | <b>(\$12,889,926)</b>             | <b>(\$12,829,500)</b>             |                       | <b>\$1,177,835</b>                | <b>\$3,916,563</b>                |                    |