



ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
4250 Cook Road, Houston, Texas 77072
P.O. Box 68, Alief, TX 77411

REGULAR BOARD MEETING WORKSHOP
Tuesday, October 14, 2025
6:30 PM

Notice is hereby given that the Board of Trustees of the Alief Independent School District will hold a Regular Board Meeting Workshop on Tuesday, October 14, 2025 at 6:30 PM in the Board Room of the Administration Building, 4250 Cook Rd, Houston, TX 77072.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

One or more board members and/or presenters may participate in this meeting by videoconference. It is the intent of the district to have, and the meeting will have, a quorum of board members physically present at the meeting location. The meeting location will be equipped with video conference equipment.

The public may view the board meeting by watching the live stream of the meeting at the following link: <https://video.aliefisd.net/show?video=436b1ee64ce7>

Online posting found here: <https://meetings.boardbook.org/Public/Organization/770>

1. Call to Order
2. Invocation or Inspirational Remarks
3. Public Comments on Posted Agenda Items
4. Board and Committee Reports

Reports and comments from 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.

5. Consent Agenda
 - 5.1. Consider Approval of Minutes Held on Tuesday, September 16th, 2025. 5
 - 5.2. Consider Second Reading and Additions, Deletions, and Revisions to Board Policies BDB (Local). (Dr. Jeannine Porter, Chief of Staff) 18
Board Goal #4 Alief Family: Alief ISD will continue to build positive relationships with all stakeholders.
 - 5.3. Consider First Reading and Additions, Deletions, and Revisions to Board Policy FDE (LOCAL). (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction) 19

and School Leadership)

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

5.4. Consider First Reading and Additions, Deletions, and Revisions to Board Policy FEC (LOCAL). (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction and School Leadership) 22

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

5.5. Consider First Reading and Additions, Deletions, and Revisions to Board Policy EI (LOCAL). (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction and School Leadership) 23

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

5.6. Consider Approval of Agreement Between Alief ISD and National University (Harmony). (Charles Garcia, Deputy Superintendent of Curriculum, Instruction and School Leadership) 25

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

5.7. Consider Approval of Agreement Between Alief ISD and University of Houston Advancing Community Engagement and Services (ACES) Institute Tutoring Program. (Charles Garcia, Deputy Superintendent of Curriculum, Instruction and School Leadership) 31

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

5.8. Consider Approval of Maximum Class Size Waivers for Youens, Rees, Hearne, and Bush Elementary (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources) 36

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

5.9. Consider Approval of the School District Teaching Permit (SDTP) (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources) 39

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

5.10. Consider Approval of Contracts for Job Order Contract Proposals for District-wide Roofing Improvements – Lockwood, Andrews, Newnam Work Packages #3 & 4. (Charles Woods, Deputy Superintendent of Business Services) 41

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

6. Non Consent Agenda

6.1. Beginning of the Year Academic Updates and Next Steps (Charles 50

Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

6.2. Special Education Update (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

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Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

7. Closed Executive Session

7.1. Consult with the District's attorneys on any subjects or matters authorized by law, including any matter listed on this meeting notice/agenda, pending or contemplated litigation, and proposed settlements.

(Tex. Gov't Code § 551.071)

7.2. Deliberate the duties, responsibilities, evaluation, employment, and dismissal of personnel and officers, including the Board and Superintendent and as it pertains to any item listed on this notice/agenda. (Tex. Gov't Code § 551.074)

8. Adjournment

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any item included in this notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed or executive meeting or session concerning any and all subjects and for any and all purposes permitted by Sections 551.001-551.084, inclusive, of the Open Meetings Act, including, but not limited to:

Section 551.071 – For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.072 – For the purpose of discussing the purchase, exchange, lease, or value of real property.

Section 551.073 – For the purpose of considering a negotiated contract for a prospective gift donation.

Section 551.074 – for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 – To consider the deployment, or specific occasions for implementation, of security personnel or devices.

Section 551.082 – for the purpose of considering discipline of a public school child or children, or to hear a complaint by an employee against another employee, if the complaint or charge directly results in a need for a hearing.

Section 551.0821: For the purpose of deliberating a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation;

Section 551.083 – for the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.084 – for the purpose of excluding witness or witnesses from a hearing during examination of another witness.

Section 551.089: For the purpose of deliberating security assessments or deployments relating to information resources technology, network security information as described by Section 2059.055(b), or the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive meeting or session, then such final decision, or final vote shall be at either:

- a. the open meeting covered by the notice upon the reconvening of this public meeting, or
- b. at a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Regular Board Meeting

Date: Tuesday, September 16, 2025

Item #1

Call to

Order:

Trustee Madam President Dr. Darlene Breaux called to order the meeting at 6:34 p.m. on Tuesday, September 16, 2025, for the purposes stated in the notice for tonight's meeting.

Roll called by: Dr. Anthony Mays, Alief ISD Superintendent of Schools, to establish a quorum.

Present:

1. Trustee President Dr. Darlene Breaux Exited at 7:25 p.m.
2. Trustee Vice President Jennifer Key
3. Trustee Secretary Rick Moreno
4. Trustee Assistant Secretary Dr. Lily Truong..... Entered at 8:43 p.m.
5. Trustee Janet Spurlock
6. Trustee Ann WilliamsEntered at 7:03 p.m.

Absent:

By Zoom:

1. Trustee Dr. Gregg Patrick

Item #2

Pledge

Alief ISD Hastings High School JROTC Marine Corps

Item #3

Invocation or Inspirational Remarks

1. Trustee President Dr. Darlene Breaux

Item #4

Public Comment on Posted Agenda Items

1. Kelvin Anthony-Ezenwator; Alief Voices in Action
 - ✓ Agenda item # - N/A
 - ✓ General topic: Civic Engagement

2. Ronald Kotts; Texas State Teachers Association “TSTA”
 - ✓ Agenda item # 10.9
 - ✓ General topic: N/A

Item #5

Board Recognitions

1. Alief ISD Kerr High School Jazz Band
2. Alief ISD Hastings JROTC Marine Corps
3. Delores “Dee” Jones Business & Community Partner Recognitions
 - ✓ CITCO Petroleum
 - ✓ Golden Bank
 - ✓ Joel Nwigwe

Item# 6

Board & Committee Reports

1. Trustee Dr. Gregg Patrick
 - ✓ Nothing currently

2. Trustee Vice President Jennifer Key
 - ✓ Nothing currently

3. Trustee Secretary Rick Moreno
 - ✓ MASBA Conference~ School Board Members for Latino Equity
 - ✓ Texas Education Conference “TxEDCON25”
 - ✓ Alief ISD Education Foundation ~ Golf Tournament Fundraiser

4. Trustee Janet Spurlock
 - ✓ Texas Education Conference “TxEDCON25”
 - ✓ Master Trustee Conference

5. Trustee President Dr. Darlene Breaux
 - ✓ Texas Education Conference “TxEDCON25”
 - ✓ Delegate Assembly
 - ✓ Spoke about the passing of Ms. Judith Long, an Alief ISD employee
 - ✓ Hispanic Heritage Month
 - ✓ National Voters Registration Day

6. Trustee Ann Williams
 - ✓ Nothing Currently

Item #7
Superintendent Report

1. **September 2025 MVPs**
 - ✓ Officer Brooke Allen
 - ✓ Shantranique Jones
 - ✓ Tinsley Guillory
 - ✓ Michael Jules
 - ✓ Dr. Kaythi Nyan

2. **National Arts in Education Week**
 - ✓ September 14th – 20th
 - ✓ Renferd Joseph, Director of the Fine Arts Department

3. **National Hispanic Heritage Month**
 - ✓ September 15th – October 15th

4. **Education Technology Day**
 - ✓ September 23rd
 - ✓ Wally Rakestraw, Director of the Technology Department

5. **Late September District Events**
 - ✓ Miller Intermediate – 25th Anniversary, September 18th at 5:00 p.m.
 - ✓ Ms. Ella Jefferson, Former Board Member – Guest Speaker at Jefferson Early Learning Center, September 23rd at 8:30 a.m.
 - ✓ The Young Women’s Leadership School – Lunch & Learn Session, September 25th
 - ✓ Alpha Kappa Alpha Sorority INC., Chi Omicron Omega Chapter, Phenomenal Pearls Education & Charitable Foundation – September 27th at 8:30 a.m. Alief ISD Center for Advanced Careers
 - ✓ Alief ISD Education Foundation – Golf Tournament, September 29th at 7:00 a.m. at the Sweetwater Country Club in Sugar Land, TX.

6. Early October Upcoming District Events

- ✓ 4th Annual Alief Goes Pink – Breast Cancer Awareness Fundraiser, Saturday, October 4th at 9 am at Alief ISD LeRoy Crump Stadium
- ✓ 2nd Annual College & Career Night, October 7th at 6 p.m. at the Alief ISD Marshall Center for Advanced Careers
- ✓ Alief ISD “I Can Program”, October 7th at the Alief ISD Marshall Center for Advanced Careers

- ❖ **Alief ISD Regular Board Meeting Recessed at 7:17 p.m. on September 16th, 2025.**
- ❖ **Alief ISD Regular Board Meeting Reconvened at 7:33 p.m. on September 16th, 2025.**

Roll called by: Dr. Anthony Mays, Alief ISD Superintendent of Schools, to establish a quorum.

Present:

1. Trustee Vice President Jennifer Key
2. Trustee Secretary Rick Moreno
3. Trustee Janet Spurlock
4. Trustee Ann Williams

Absent:

1. Trustee President Dr. Darlene Breaux
2. Trustee Assistant Secretary Dr. Lily Truong

By Zoom:

1. Trustee Dr. Gregg Patrick

Item #8
Donation Report

Dee Jones, Business and Community Partner Coordinator



September 16, 2025
Donation Document

- ❖ **Motion by Trustee Janet Spurlock and a second by Trustee Rick Moreno**
- ❖ **5 For, Trustee Key, Trustee Moreno, Trustee Spurlock, Trustee Williams & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **0 Abstentions**
- ❖ **The item passes.**

Item #9

Reports (Information Only. No discussion at the meeting unless requested by a Board Member).

9.1. Construction Summary Report (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

9.2. Disbursement Report (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

9.3. Financial Activity Report (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

9.4. Active Requests for Proposals for Procurement of Goods and Services (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

9.5. Tax Collection Report and Disbursements (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.

- ❖ **Report Only**
- ❖ **No items held for discussion.**

Item #10
Consent Agenda

Roll called by: Jennifer Key, Alief ISD Board Vice President, for any consent agenda items he or she would like to hold for discussion.

Present:

- 1. Trustee Jennifer Key None
- 2. Trustee Secretary Rick Moreno None
- 3. Trustee Janet Spurlock None
- 4. Trustee Ann WilliamsNone
- 5. Superintendent Dr. Anthony Mays None

Absent:

- 1. Trustee President Dr. Darlene Breaux
- 2. Trustee Assistant Secretary Dr. Lily Truong

By Zoom:

- 1. Trustee Dr. Gregg Patrick None

- 10.1. Consider Approval of the Regular Board Meeting Minutes held on September 2nd, 2025
- 10.2. Consider Approval of New Hires (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 10.3. Consider Approval of Resignation Report (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 10.4. Consider Approval of New Administrator (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

- 10.5. Consider Approval of Memorandum of Understanding Between Alief ISD, Consilium and Teachers of Tomorrow. This MOU establishes a collaborative partnership to securely share and monitor progress data on Associate Teachers, provide targeted support aligned with certification benchmarks, and strengthen the district’s teacher pipeline by increasing certification and retention rates (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 10.6. Consider Approval of Memorandum of Understanding Between Alief ISD, Consilium, and the University of Houston. This MOU establishes a collaborative partnership to securely share and monitor progress data on Associate Teachers, provide targeted support aligned with certification benchmarks, and strengthen the district’s teacher pipeline by increasing certification and retention rates (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 10.7. Consider Approval of Memorandum of Understanding Between Alief ISD and 240 Certification to participate in and establish an affiliation for the purpose of providing a teacher apprentice pathway in completing their certification from 240 Certification (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 10.8. Consider Approval of Memorandum of Understanding Addendum Between Alief ISD and edwell, Inc. to participate in the implementation of the Houston Endowment-funded HUB Expansion Initiative for the teacher apprentice pathway (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 10.9. Consider Resolution affirming TASB guidance regarding SB12 enactments (Dr. Jeannine Porter, Chief of Staff)
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.
- 10.10. Consider Approval of Agreement between Texas Virtual School Network (TXVSN) and Alief ISD authorizing it as a statewide course provider for 2025–2026. (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction & School Leadership)
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.11. Consider Approval of the Agreement Between Texas A&M and Alief ISD to Implement the Advise TX College Advising Corps Program at Taylor High School, Elsie High School, and Hastings High School for the 2025–2026 Academic Year. This partnership strengthens Alief ISD’s college readiness efforts and aligns to statewide goals to increase student access to higher education. (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction & School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.12. Consider Approval of the Agreement between Alief ISD and Girlstart. This agreement provides after-school STEM programs at 15 elementary schools and a free summer camp for rising 3rd-5th graders, fostering STEM confidence and career interest. (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction & School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.13. Consider Approval of Resolution Between Alief ISD and the Texas A&M AgriLife Extension Service. This resolution appoints Alief ISD Agriculture teachers as adjunct faculty to support student participation in agriculture, 4-H, and youth development programs, while maintaining their employment and supervision under AgriLife. (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction & School Leadership)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

10.14. Consider Approval of CSP#2535 - LeRoy Crump Press Box Renovation (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

10.15. Consider Approval of the 2025-2026 Memorandum of Understanding Between the Harris County Juvenile Board and Alief Independent School District (Dr. Jeannine Porter, Chief of Staff)

Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.

10.16. Consider Approval of 2025 Appraisal Roll (Charles Woods, Deputy Superintendent of Business)

Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.

- ❖ **Motion by Trustee Janet Spurlock and a second by Trustee Rick Moreno**
- ❖ **5 For, Trustee Key, Trustee Moreno, Trustee Spurlock, Trustee Williams & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **0 Abstentions**
- ❖ **The item passes.**

Administration Recognition by Dr. Anthony Mays, Superintendent of Schools

1. Tynica Jackson, Assistant Principal at Collins Elementary

Item # 11

Non-Consent Agenda

11.1. Consider Nomination for the Harris County Appraisal District Board of Directors (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.

Directors whose terms expire December 31, 2025

- Martina Lemond
- Melissa Noriega

Newcomer running

- Jonathan Cowen – Newcomer running
- Alief ISD – open to any Board Members

Single Nomination to HCAD for Trustee Ann Williams

- ❖ **Motion by Trustee Dr. Gregg Patrick and a second by Trustee Janet Spurlock**
- ❖ **5 For, Trustee Key, Trustee Moreno, Trustee Spurlock, Trustee Williams & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **0 Abstentions**
- ❖ **The item passes.**

Nomination to the HCAD Board of Directors

- ❖ **Nomination by Trustee Dr. Gregg Patrick for Trustee Ann Williams**
- ❖ **5 For, Trustee Key, Trustee Moreno, Trustee Spurlock, Trustee Williams & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **0 Abstentions**
- ❖ **The item passes for Alief ISD Board member Trustee Ann Williams for the selection of the Harris County Appraisal District Board of Directors position.**

Motion to submit a nominee by Resolution to the Harris County Appraisal District

- ❖ **Motion by Trustee Rick Moreno and a second by Trustee Ann Williams**
- ❖ **5 For, Trustee Key, Trustee Moreno, Trustee Spurlock, Trustee Williams & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **0 Abstentions**
- ❖ **The item passes.**

11.2. Professional Learning Updates, Progress, and Next Steps (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

- ❖ **Report Only**

11.3. District Culture Data, Surveys, and Next Steps (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

- ❖ **Report Only**
- ❖ **Trustee Asst. Secretary Dr. Lilly Truong Entered at 8:43 p.m.**

11.4. Report on Maintenance and Construction Summer Projects. (Vinson Lewis, Assistant Superintendent of Support Services)

Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.

- ❖ **Report Only**

Item # 12
Closed Executive Session

- 12.1. Consult with the District's attorneys on any subjects or matters authorized by law, including any matter listed on this meeting notice/agenda, pending or contemplated litigation, and proposed settlements.
(Tex. Gov't Code § 551.071)
- 12.2. Deliberate the duties, responsibilities, evaluation, employment, and dismissal of personnel and officers, including the Board and Superintendent and as it pertains to any item listed on this notice/agenda. (Tex. Gov't Code § 551.074)
- 12.3. Consider and Discuss the Recommendation to Rescind the Previous Action to Propose the Termination of a Term Contract Teacher at Holub Middle School (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 12.4. Consider Level III Grievance filed by a Killough Middle School Teacher (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

- ❖ **Closed Session started at 9:18 p.m.**
- ❖ **Open Session started at 10:04 p.m.**

Roll called by: Dr. Anthony Mays, Alief ISD Superintendent of Schools, to establish a quorum.

Present:

1. Trustee Vice President Jennifer Key
2. Trustee Secretary Rick Moreno
3. Trustee Assistant Secretary Dr. Lily Truong
4. Trustee Janet Spurlock
5. Trustee Ann Williams

Absent:

1. Trustee President Dr. Darlene Breaux

By Zoom:

1. Trustee Dr. Gregg Patrick

Item#13

Reconvene in Open Session and Consider Action on Matters Discussed in Executive Closed Session.

13. Consider Action on Matters Discussed in Closed Session, including the Level III Grievance filed by a Killough Middle School Teacher and the recommendation to rescind termination of a Holub Middle School Teacher (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

- ❖ **Motion by Trustee Rick Moreno and a second by Trustee Ann Williams**
- ❖ **6 For, Trustee Key, Trustee Moreno, Trustee Dr. Truong, Trustee Spurlock, Trustee Williams & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **0 Abstentions**
- ❖ **The item passes.**

Additional Motion:

Trustee Rick Moreno moved that the Board of Trustees upholds the level two decision without additional need for an oral hearing based on the Board's review and consideration of the record and the arguments presented.

- ❖ **Motion by Trustee Rick Moreno and a second by Trustee Dr. Truong**
- ❖ **5 For, Trustee Key, Trustee Moreno, Trustee Dr. Truong, Trustee Spurlock, & Trustee Dr. Patrick**
- ❖ **0 Against**
- ❖ **1 Abstention, Trustee Ann Williams**
- ❖ **The item passes.**

Item #14

Adjournment

- ❖ **Vice President Jennifer Key adjourned the meeting by unanimous consent at 10:08 p.m. on Tuesday, September 16, 2025.**

Dr. Darlene Breaux, President

Rick Moreno, Secretary

Jennifer Key, Vice President

DATE APPROVED: _____

DATE SIGNED: _____

Note: For advisory committees that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory, and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall not assume administrative duties or responsibilities.

Transacting
Business

Unless specified by the Board, a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at a regular or special meeting. The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Consider First Reading and Additions, Deletions, and Revisions to Board Policy FDE (LOCAL) for the Alief Independent School District.

Board Policy Summary:

This policy ensures compliance for the collection and maintenance of safe schools data and outlines school safety transfers.

What Changed?

Completely Removed Wording: "...offenses, **as defined by the Penal Code**, while on..."

Completely Removed Wording: "f. Aggravated robbery; **or**"

Added Wording: "...disabled individual; **or**"

Added Wording: "**h. Bullying**"

Recommendation It is our recommendation that the Alief ISD Board of Trustees consider and approve the First Reading and Additions, Deletions, and Revision to Board Policy FDE (LOCAL).



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
 - a. Attempted murder;
 - b. Indecency with a child;
 - c. Aggravated kidnapping;
 - d. Aggravated assault on someone other than a District employee or volunteer;
 - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
 - f. Aggravated robbery;
 - g. Continuous sexual abuse of a young child or disabled individual; or
 - h. Bullying

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a
Violent Criminal
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Transportation

The District shall provide transportation for any student for whom a school safety transfer is approved under this policy. [See CNA]

**Additional Transfer
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Consider First Reading and Additions, Deletions, and Revisions to Board Policy FEC (LOCAL) for the Alief Independent School District.

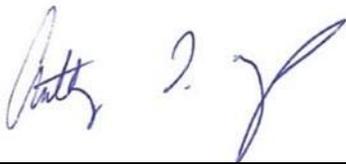
Board Policy Summary:

This policy outlines requirements and process for awarding or denying credit when a student falls below 90% of class days, ensuring compliance with state law while providing fair opportunities for student to regain credit.

What Changed?

- Clarified **attendance threshold language** (“been in attendance for 90%”).
- Updated references to **Education Code 25.092** and **state law**.
- Specified that **petitions must be filed within 30 days after the last day of classes**.
- Confirmed committees are **not required to assign “seat time”** but may impose other academic conditions.
- Strengthened guidelines on **extenuating circumstances** and allowed for **health-care provider verification**.
- Clarified Board’s role in authorizing committees and **Superintendent’s role in appointments**.

Recommendation: It is our recommendation that the Alief ISD Board of Trustees consider and approve the First Reading and Additions, Deletions, and Revision to Board Policy FEC (LOCAL).



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Consider First Reading and Additions, Deletions, and Revisions to Board Policy EI (LOCAL) for the Alief Independent School District.

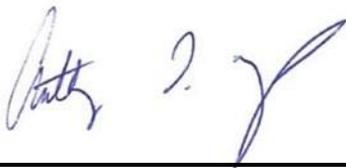
Board Policy Summary: The District will not issue a certificate of coursework completion to students who fail to meet all state and local graduation requirements. When a student passes only one half of a two-part course, and the overall performance is below standard, the District will award credit for the half successfully completed.

What Changed?

Previous Wording: "...and the **combined grade** of both halves is lower than 70..."

New Wording: "...and the **average** of both halves is lower than 70..."

Recommendation: It is our recommendation that the Alief ISD Board of Trustees consider and approve the First Reading and Additions, Deletions, and Revision to Board Policy EI (LOCAL).



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

**Certificate of
Coursework
Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half of a course and the average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Consider Approval of Agreement Between Alief ISD and National University (Harmony)

This agreement formalizes a partnership between National University (Harmony) and Alief ISD to promote healthy relationships among PreK–12 students and address social-emotional learning at no cost to the district. Harmony will also support Alief schools by equipping educators with research-based knowledge, tools, and practices to help them inspire students to achieve both academically and socially.

Recommendation: Consider Approval of the agreement that formalizes a partnership between National University (Harmony) and Alief ISD.



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership



MEMORANDUM OF UNDERSTANDING BY AND BETWEEN

NATIONAL UNIVERSITY AND ALIEF INDEPENDENT SCHOOL DISTRICT

This Memorandum of Understanding ("MOU") is made and entered into as of the date of last signature (the "Effective Date") by and between National University, a California nonprofit, public benefit corporation ("NU"), located at 9388 Lightwave Avenue, San Diego, CA 92123, and Alief Independent School District ("Institution"), located at 4250 Cook Road, Houston, TX 77072 USA (individually, each a "Party," and collectively, the "Parties"), with reference to the following facts:

WHEREAS, NU has established the Harmony Academy ("Harmony") with goals of building awareness of commonalities and celebrating differences among diverse students. Harmony is a social and emotional learning ("SEL") program designed to offer curriculum (the "Curriculum") for building healthy relationships among students from Pre-Kindergarten through the Twelfth (12th) Grade (collectively, "Pre-K-12") and to provide professional development training to educators through its Harmony Professional Learning Program ("Professional Learning Program"). The Professional Learning Program is an on-demand module program designed to empower educators with research-based knowledge, tools, and practices so they can inspire students to achieve academically and socially. The Program includes seventy-three (73) modules focused on two (2) learning pathways: Building Teacher Practices and Developing SEL Capacity. NU partners with schools, districts, universities, and organizations to offer the Harmony Curriculum and Professional Learning Program in an effort to strengthen each partner's abilities to provide inspirational educators to every student. Harmony Curriculum and the Professional Learning Program were developed by researchers at Arizona State University and are implemented by NU in San Diego, California.

WHEREAS, Institution recognizes the importance of sharing the goal of implementing a social and emotional learning program and a professional development training among their staff and alumni; and

NOW, THEREFORE, in consideration of the mutual covenants herein set forth and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

Institution and NU will support schools to encourage healthy relationships in Pre-K-12th grade students and address social emotional learning. Institution and NU will also support Pre-K-12 schools, districts, universities, or organizations to empower educators with research-based knowledge, tools, and practices, so they can inspire students to achieve academically and socially. The following expectations and deliverables are the conditions for which support services and goods will be provided:

A. NU agrees to the following at no charge:

1. Provide access to Harmony digital resources.
2. Provide access to online Harmony on-demand modules and other instructional resources that deliver high quality, effective, and current educational learning blocks of content and materials

for pre-service teachers, in-service teachers, education leaders, and youth development staff.

3. Provide access to online and on-demand Harmony training options.
4. Provide ongoing support to Institution's employees either via telephone or via digital correspondence, to implement Harmony materials.
5. NU will continuously provide current versions of the Harmony materials, including, but not limited to, curriculum, PowerPoints, and training materials. Both Parties will work cooperatively to determine an efficient and timely transfer of these materials.

B. Institution agrees to the following:

1. Implement the Curriculum and Professional Learning Program.
2. Institution's implementation guidelines may include:
 - utilizing Harmony components and resources;
 - implementing Harmony Meetup and/or Buddy Up Curriculum approximately fifteen (15) minutes per day; and/or
 - integrating Harmony Curriculum throughout the Institution's schedule for at least thirty (30) minutes per week. The amount of dedicated time recommended for implementation and integration is based on grade level and should reflect a developmentally appropriate amount of time needed for activities.
3. Disseminate the Professional Learning Program to train Institution's Pre-K-12 pre-service and in-service teachers and staff.
4. Retain authority to determine the design and implementation of its curriculum.
5. Provide NU with feedback on the Curriculum and Professional Learning Program, and their effectiveness via questionnaires and/or interviews from users (e.g. teachers, administrators, etc.). Any and all information obtained through questionnaires, interviews, and/or observation shall be provided by Institution to NU with no personally identifiable information.

C. General Provisions

1. Term and Termination. This MOU begins as of the Effective Date and will continue until [DATE], but in no instance longer than three (3) years from the Effective Date. Either Party may terminate this MOU upon 30 days' written notice.

2. Extension. This MOU may be renewed or extended by a written document signed by the authorized representatives of both Parties. During any period of renewal or extension, the terms of this MOU will govern the rights and obligations of the Parties.

3. Intellectual Property. All trademarks, copyrights, and inventions (collectively "Intellectual Property"), if any, developed in connection with this MOU will be the sole property of NU. Institution expressly agrees that NU is the owner of all intellectual property related to the Harmony Curriculum and Professional Learning Program, and Institution's use of such materials does not in any way transfer ownership of any material, concept, or other form of intellectual property to Institution. The unauthorized distribution of the Harmony Professional Learning Program or Curriculum is strictly prohibited.

4. Limitation of Liability Except for liability for indemnification, liability for breach of confidentiality, or liability for infringement or misappropriation of intellectual property rights, in no event shall either Party or any of its representatives be liable under this MOU to the other party or any third party for consequential, indirect, incidental, special, exemplary, punitive, or enhanced damages, lost profits or revenues or diminution in value arising out of, or relating to, and/or in connection with any

breach of this MOU, regardless of whether such damages were foreseeable, whether or not it was advised of the possibility of such damages and the legal or equitable theory (contract, tort, or otherwise) upon which the claim is based.

5. Relationship of the Parties. Institution is defined as a school, district, university, or organization, which shall be the sole authorized user of the Harmony Curriculum and Professional Learning Program. The Parties agree that the terms of this MOU do not constitute the formation of a legal partnership or joint venture. Neither Party shall have authority to bind or obligate the other Party in any manner whatsoever, other than as explicitly stated herein. NU staff are not and shall never be considered employees of the Institution.

6. Confidentiality. The Parties agree that, in the execution of this MOU, Institution and NU may disclose Confidential Information, as defined below, to each other. Each shall hold the Confidential Information of the other Party in strict confidence and shall not disclose any Confidential Information to any third party without the express prior written authorization of the disclosing Party, subject to public records law. Each shall use the same degree of care that it uses to protect its own confidential and proprietary information of similar nature and importance.

a. "Confidential Information" means information and material disclosed to the receiving Party by the disclosing Party that is designated clearly as "confidential" or "proprietary" in nature by the disclosing Party in connection with this MOU. Confidential Information can include, but is not limited to, any information obtained through questionnaires, interviews, and/or observation.

b. The obligation of the Party receiving Confidential Information shall not apply to information that: i) is already in the recipient Party's possession at the time of the disclosure thereof; ii) is or later becomes publicly known or part of the public domain through no fault of the recipient Party, its agents, or employees; iii) is received from a third party having no obligations of confidentiality to the disclosing Party; iv) is independently developed by the recipient Party without access to the information; or v) is required by law or regulations to be disclosed.

7. Dispute Resolution. The Parties agree to discuss in good faith and resolve any issues informally before utilizing any other legal remedies. If a resolution cannot be reached, the Parties agree that any controversy, claim or dispute, whether based on contract, tort, or statute, under either state or federal law, arising out of or relating in any way to this MOU or any alleged breach hereof, that the prevailing Party will be entitled to recover reasonable and documented attorney's fees and costs expended or incurred relating to or arising out of the dispute.

8. Non-Discrimination. The Parties agree not to discriminate against any individual under this MOU because of race, color, religion, sex, gender, ancestry, age, national origin or disability (as defined in The Americans with Disabilities Act of 1990, 42 USC 12101, et seq. and any regulation promulgated thereunder) or any other unlawful basis. Institution agrees to recognize and support the University's commitment to diversity, equity, and inclusion.

9. Legal Compliance. Both Parties shall comply with all federal, state, and local laws, regulations, and ordinances applicable to this MOU, including, but not limited to, the requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. part 99), the Children's Online Privacy Protection Act ("COPPA"), 15 U.S.C. § 6501-6505, and its

implementing regulations (16 C.F.R. § 312, et seq.), and the Protection of Pupil Rights Amendment, (“PPRA”) 20 U.S.C, § 1232(h) and its implementing regulations (34 C.F.R. § 98.1 et seq.).

10. Insurance. At all times during the Term of this MOU, Institution shall secure and maintain, at its own expense, insurance which is reasonable and customary for the nature of Institution’s business, but in no event is less than those amounts that are required by law, including, but not limited to, commercial general liability insurance and workers’ compensation insurance, and shall make available evidence of such insurance to NU. Institution shall notify NU immediately upon cancellation or suspension of Institution’s insurance.

11. Entire understanding. This MOU contains the entire understanding between the Parties. Any previous understanding, agreements, representations, or warranties relating to the subject matter of this MOU are hereby superseded and have no further effect. The provisions of this MOU are for the sole benefit of the Parties hereto and confer no rights, benefits, or claims upon any person/entity not a party hereto.

12. Notice. All notices and statements to be given hereunder shall be sent to the respective Parties. Notice to NU shall be addressed as follows: National University; c/o Dave C. Lawrence, MBA, Ed.D.; EVP, Admin. and Finance, CFO; 9388 Lightwave Avenue, San Diego, CA 92123; with copy to Legal Department. Notice to Institution shall be addressed to the address set forth on Page One (1) of this MOU. Any and all notice served hereunder shall be sent by U.S. mail or equivalent method, with signature upon receipt.

13. Force Majeure. Neither Party shall be liable to the other Party for any failure to perform any of its obligations under this MOU during any period in which such performance is delayed by circumstances beyond it reasonable control including, but not limited to, acts of nature, pandemic, government intervention, or third party software glitches. In such event, all reasonable efforts shall be made to resume obligations under this MOU as quickly as possible.

14. Miscellaneous Provisions. This MOU: (a) shall be binding upon and inure to the benefit of and be enforceable by the Parties and their respective legal representatives; (b) has headings which are for reference only; (c) may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument; (d) may be executed via wet or electronic signature; (e) will be construed and enforced in accordance with the laws of California without regard to conflict of law principles. Any provision in this MOU found to be illegal or unenforceable will not invalidate the rest MOU, and any amendments or modifications to this MOU can only be made by a signed written agreement between the Parties. Institution may not assign, or otherwise transfer, rights or delegate any obligations under this MOU without prior written approval from NU.

[Signature Page Follows]

IN WITNESS WHEREOF, The Parties have executed this MOU as of the dates set forth below:

Alief Independent School District:

National University:

BY: _____

BY: _____

Name: _____

Scott Page

Title: _____

SVP, The Academies at National University

Date: _____

Date: _____

**Harmony Representative
Contact Information:**

Name: Shannon Smith _____

Email: ssmith8@nu.edu _____

Phone: 480-343-0461 _____

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Consider Approval of agreement between Alief ISD and University of Houston Advancing Community Engagement and Services (ACES) Institute Tutoring Program

This agreement formalizes a partnership between the University of Houston's Advancing Community Engagement and Services (ACES) Institute and Alief ISD. The agreement introduces ACES' signature program, Cougar Tutors, to students in grades K–3 to strengthen literacy skills for those who are not yet reading on grade level. Cougar Tutors will provide targeted support grounded in the Science of Reading and will adhere to all regulations established by the district, campus, and partner teacher. This project will deliver academic support throughout the school year at Best Elementary and Boone Elementary, at no cost to the district.

Recommendation: Consider Approval of the agreement that formalizes a partnership between University of Houston Advancing Community Engagement and Services (ACES) Institute Tutoring Program and Alief ISD.



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership

**Memorandum of Understanding (MOU) between the University of Houston Advancing
Community Engagement and Service (ACES) Institute and
_____ (Partner School)**

1. Overview

- a. This agreement is entered into between the University of Houston on behalf of the Advancing Community Engagement and Service (ACES) Institute and _____ (Partner School) for the purpose of defining the services being offered by ACES to the Partner School.
- b. This program will bring ACES' signature program, Cougar Tutors to grades K-3 to address literacy skills with students who are not reading on grade level. Cougar Tutors will provide support using the Science of Reading and will follow regulations set by the district, campus, and partner teacher. This project will provide academic support throughout the academic year. Schools will identify students who would benefit from support.

2. Term

- a. The term of this agreement is **September 15, 2025 through June 5, 2026** and shall automatically terminate by operation of law at the close of business on the last day of the stated term, unless otherwise agreed in writing and signed by the authorized representative of the Parties.

3. Description of Services Provided by ACES Institute Cougar Tutors

- a. Partner schools will each receive 1,440 hours of tutoring (4 Cougar Tutors for 15 hours per week for 24 weeks.)
- b. Cougar Tutors may provide whole-group, small-group, and individual support for literacy skills. Cougar Tutors will be selected through an interview process based on their major and mentorship experience; tutors will be trained by a UH College of Education faculty member in tutoring strategies.
 - i. The purpose of these services is to support students directly. Cougar Tutors may not spend more than 3 hours per week supporting administrative tasks such as making copies, grading, planning, etc.

4. Role and Responsibilities of ACES Institute

- a. Hire Cougar Tutors
- b. Manage payment of Cougar Tutors
- c. Provide training to Cougar Tutors
- d. Supervise Cougar Tutors
- e. Observation and feedback to Cougar Tutors monthly

5. Role and Responsibilities of Partner Schools

- a. Assign a campus-level staff member to be point of contact for Cougar Tutors and ACES Institute, such as an Assistant Principal or Test Coordinator

- b. Assign Cougar Tutors to teachers so they can provide consistent support in the classroom
 - c. Provide Cougar Tutors schedules with teachers and room numbers to ACES staff via email
 - d. If able, assign small group of high need students that Cougar Tutors can support in individual or small group setting at least once per week for 15 minutes
 - e. Meet with Cougar Tutors to set campus level expectations at the start of the semester
 - f. Keep a separate Cougar Tutors sign in sheet at the front desk
 - g. Provide supplemental academic resources
 - h. Ensure that Cougar Tutors are not left alone in a full classroom of students without a teacher of record in the room
- 6. ACES Institute Cougar Tutors Background Checks and VIPS training**
- a. Cougar Tutors complete background checks through the University of Houston
 - b. Cougar Tutors will complete VIPS training and provide certificates of completion to ACES staff before arriving to assigned campus
- 7. Data Collection**
- a. Data will be collected from partner campuses three times per year to capture Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) progress. Data collected will measure growth in academic success related to subjects tutored by UH ACES Cougar Tutors. We will collect data for reading, science, and math.
 - b. Schools must report MAP assessment data three times per year (BOY, MOY, EOY) to continue services.
 - i. MAP Individual-Level Data must include:
 - 1. Student identifier such as a student ID, if names are not provided
 - 2. Teacher name
 - 3. Grade level
 - 4. Students' RIT scores
 - 5. Students' Achievement Percentiles
 - ii. MAP Grade-Level Data must include:
 - 1. Grade level
 - 2. Number of students
 - 3. Class average RIT score compared to national average
 - 4. Grade-level Median Percentile
 - c. Schools must report STAAR assessment data at EOY to continue services.
 - i. STAAR Individual-Level Data must include:
 - 1. Student identifier such as a student ID, if names are not provided
 - 2. Teacher name
 - 3. Grade level
 - 4. Student's performance level (did not meet, approaches, meets, masters)

5. Student's progress (limited progress, expected progress, accelerated progress)
- ii. STAAR Grade-Level Data must include:
 1. Grade level
 2. Number of students
 3. Class level performance breakdown (did not meet, approaches, meets, masters)
- d. ACES staff may also request data from other assessments, such as mCLASS DIBELS, Amplify, iReady, iStation, and/or EOCs
- e. Submitting Assessment Data:
 - i. ACES staff will email the campus contact a secure link where they can upload assessment data.
 - ii. Uploaded files should be in the form of excel spreadsheets where possible
 - iii. Data must be submitted by the following dates. Any delays in reporting data are to be reported in writing to the Program Directors in advance of the deadline.
 1. **BOY Data: November 15, 2025**
 2. **MOY Data: January 31, 2026**
 3. **EOY Data: May 22, 2026**
- f. In addition to assessment data, campus coordinators will report the teacher, grade, subject, and students that each tutor works with.
- g. Each teacher working with a tutor will provide monthly feedback regarding tutor performance via discussion with the tutor. Tutors will have a list of questions for the teachers to answer during their discussion.
- h. Tutors will track daily information about the tutoring sessions, including length of sessions and focus of sessions.
- i. There will also be an end-of-year survey that captures students' experiences with the tutoring program throughout the year.
- j. Feedback will also be gathered from campus coordinators, tutors, and students following any events.
- k. Data will be analyzed internally by ACES staff and will be used to report progress to funders. Names of individuals will not be used in reports, though campuses will be identified. Campus information will not be shared with any other campus partners.

8. Data Management

- a. All data will be stored using a UH secure server only accessible by ACES staff.
- b. Data management will be governed by a separate data share agreement with the school district.

9. Check-Ins and Supervision

- a. ACES staff will aim to visit each partner campus twice per semester at minimum to supervise tutors and ensure they are meeting standards of excellence as outlined in their Cougar Tutor handbook
- b. Schools will be notified prior to visitation and do not need to be available during the visit so long as ACES staff has the tutor schedule available to them

- c. School partners may request a meeting or on-site visit at any point
- d. Feedback is encouraged

10. Cost

- a. This program is grant-funded through the ACES Institute. There is no cost to the partner school. The grant funds 4 tutors for 12 hours per week for 26 weeks.

11. Miscellaneous

- a. This document constitutes the sole agreement of the Parties and supersedes any other oral or written understanding or agreement.
- b. This Agreement may not be amended, or otherwise altered, except by written agreement signed by the authorized representative of each Party.
- c. This Agreement is not assignable without the express, written consent of both Parties.
- d. The provisions of this Agreement are severable.
- e. For the purposes under the terms of this Agreement, University shall be an independent contractor and not an employee of Customer.

ACES Institute

Partner School

Signature *Date*
Name: _____
Title: _____

Signature *Date*
Name: _____
Title: _____
School: _____

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

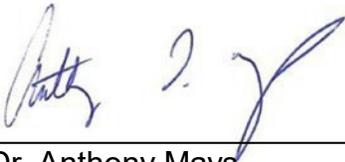
MEETING DATE: October 14, 2025

AGENDA ITEM: Consider Approval of Maximum Class Size Waivers (Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)

School districts in Texas are required to comply with the Texas Education Code Section 25.112 for class size ratios. This requirement states that no class in grades kindergarten through fourth grade will exceed a 22:1 ratio. The Texas Education Agency has allowed waivers to be submitted for reasons of financial hardship, unanticipated growth, teacher shortages, and facility limitations.

Currently, there are 4 classrooms in AISD exceeding the mandated ratio. Waivers are requested for Youens, Rees, Hearne, and Bush Elementary campuses. Attached is the chart reflecting the campuses and the number of individual grade level classes for which class-size waivers are requested.

RECOMMENDATION: It is recommended that the Board of Trustees of the Alief Independent School District approve the waivers of maximum class size for the elementary campuses as listed.



Dr. Anthony Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional Learning

2025-2026
Plan for Maximum Class Size Exceptions
October 14, 2025

Reason for Request: Per TEA Maximum Class Size Waiver requirements (TEC 39.183), a class-size waiver is needed to enroll more than 22 students per classroom for the following elementary schools (PK-4th) due to enrollment/programmatic shifts and a high student mobility rate. When possible, Alief ISD values students attending their neighborhood school versus dispersing them throughout the district.

Campus Names:

Campus Name	Campus Number	Rating	PK	K	1	2	3	4	Total	Reasons(s): T=Teachers, UG=Unanticipated Growth within grade level, FH=Financial Hardship, O=Other
Youens	101	D						1	1	T
Rees	113	B						1	1	T
Hearne	115	C				1			1	T, UG
Bush	121	C	1						1	T, UG
District		C							4	T, UG

Maximum Class Size Waivers

School districts in Texas are required to comply with the Texas Education Code (TEC) §25.112. Prior to the 2021-2022 school year, the law applied to any class in grades kindergarten through fourth grade. Beginning in 2021-2022 the law states that no class in grades pre-kindergarten through fourth grade will exceed a 22:1 ratio. The Texas Education Agency has allowed waivers to be submitted for reasons of financial hardship, unanticipated growth, teacher shortages, and facility limitations.

The Alief ISD District of Innovation plan for class size waivers states, ***“If this situation were to occur in grades K-4, the superintendent will report to the Board of Trustees.”*** In other words, this item is not required for approval on the Board Agenda. However, we do want to keep the Board informed.

Year	Number of Waivers	Notes
2025-2026	4	
2024-2025	32	
2023-2024	24	
2022-2023	126	Board notes 9.16.2022
2021-2022	18	
2020-2021	12	*End of COVID
2019-2020	46	*COVID began March
2018-2019	58	
2017-2018	62	
2016-2017	56	
2015-2016	37 31	

Action Plan and Timeline for 2025-2026 for Compliance of Class Size Waiver

Phase	Actions	Timeline
Planning and Assessment	Identify classrooms and campuses that exceed state-mandated class size limits	August/ September
	Determine staffing needs, resources, and space constraints	August /September
Develop a Compliance Strategy	Hire additional staff.	September / October
	Adjust staffing across elementary campuses to balance staffing needs	September / October
Prepare Communication Plan	Communicate waiver needs and compliance strategies to the Board.	September/October
Implementation	Monitor enrollment regularly due to the exceptionally high mobility of students in the district.	October - May
	Hire and reassign staff to create 22:1 ratio.	October - May
	Prioritize campuses with the greatest need and place their teacher on the campus.	September - May
	Regularly monitor compliance with class size requirements. Adjust as needed.	October - May
	Provide additional academic support to campuses at risk of success. (Early Warning System)	October - May

Alief Independent School District recognizes its obligations and is fully committed to achieving compliance with the state’s class size requirements. The district will continue to effectively serve its community while accommodating growth, as outlined in the compliance plan. Through proactive planning and collaboration, Alief ISD is dedicated to maintaining a high standard of education and ensuring that all students have access to an optimal learning environment.

District Contact for Waivers:

Dr. Elizabeth Veloz-Powell- Deputy Superintendent of HR and PL
Shawn Williams, Associate Superintendent of Human Resources

ALIEF INDEPENDENT SCHOOL DISTRICT

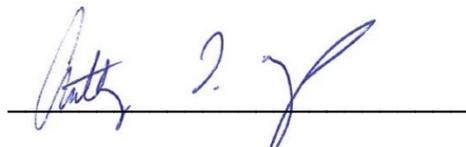
BOARD DOCUMENT

MEETING DATE: October 14, 2025

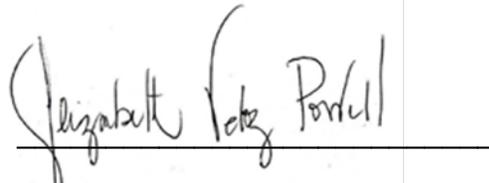
AGENDA ITEM: Consider Approval of School District Teaching Permit (SDTP)
(Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)

The following personnel are being recommended for approval. Texas law allows school districts to issue a school district teaching permit (SDTP) to individuals who do not hold a teaching certificate (Texas Education Code §21.055). A teacher employed on a school district teaching permit is not certified by the State Board for Educator Certification (SBEC); however, is certified by the district. These individuals have sufficient education and expertise to provide the instruction necessary to meet the essential knowledge and skills for the course they will be teaching.

RECOMMENDATION: We recommend that the board approve the school district's teaching permit.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent of
Human Resources and Professional
Learning

**Alief School District Teaching Certificate
Permit (SDTP)**

Meeting Date: October 14, 2025

Agenda Item: Personnel

The following personnel are being recommended for approval. Texas law has allowed school districts to issue a school district teaching permit (SDTP) to someone who does not hold a teaching certificate ([Texas Education Code §21.055](#)). A teacher employed on a school district teaching permit is not certified by the State Board for Educator Certification (SBEC); however, is certified by the district. The individuals listed below have sufficient education and expertise to provide the instruction necessary to meet the essential knowledge and skills for the course they will be teaching.

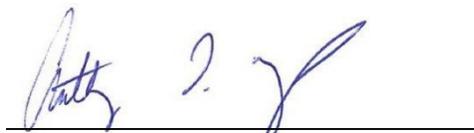
Human Resources will be recommending the Board approve SDTP's for the following teacher at the August 5th Board Meeting.

Position: Marshall Center for Advanced Careers – Culinary Arts Teacher

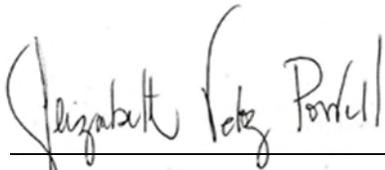
Applicant: Kimberly Crandall

Experience: Ms. Crandall has over 10 years of restaurant management experience. She has served as both assistant manager as well of general manager of a restaurant. Additionally, Ms. Crandall has previously served as a Culinary Arts teacher for four years in Pasadena ISD. Ms. Crandall will be teaching:

- Culinary Arts I



Dr. Anthony T. Mays
Superintendent



Elizabeth Veloz-Powell
Deputy Superintendent
Human Resources and Professional
Learning

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Consider Approval of JOC Proposal – Lockwood Andrews and Newnam managed district wide roof improvement projects (Work Packages 3 & 4) for Charles Woods, Deputy Superintendent of Business

A Request for Job Order Contract Proposal Roofing Service for District Wide Roof Improvement Project (WP #3&4) was issued to allow the district to replace and repair existing roof systems throughout the district per the 2021 Bond referendum. A recommendation for award is presented by Mr. Glenn Jarrett, Director of Maintenance and Operations. I concur with his recommendation.

Recommendation: It is recommended that the Board of Trustees of the Alief Independent School District award district wide roof improvement project (WP #3&4) to the vendors identified below for a total estimate of \$15,734,285.93.

Roof Package No.1 to Argio Roofing, for a contract amount of **\$5,918,759.00**. This award will include:

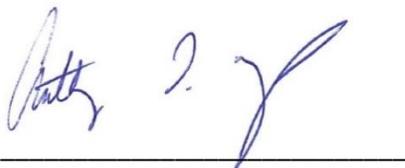
- Complete roof replacement at Holub Middle School,
- Roof replacement of Area A and D at Alief’s Warehouse,
- Complete roof replacement at Alief Learning Center.

Roof Package No. 2 to Reliable Commercial Roofing, for a contract amount of **\$5,286,369.93**. This award will include:

- Complete replacement of the main building roofing system at Heflin ES
- Complete roof replacement at Crossroads School
- Complete roof replacement of the main building at Youens ES
- Complete roof replacement of the main roofing system at Alief’s Administration Building.

Roof Package No. 3 to Atlas Universal, for a contract amount of **\$4,529,157.00**. This award will include:

- Complete roof replacement of the main building at Olle Middle School
- Complete roof replacement of the main roofing system at Martin Elementary School.



Dr. Anthony T. Mays
Superintendent



Charles Woods
Deputy Superintendent for Business



MEMORANDUM

TO: Vinson Lewis
Assistant Superintendent of Support Services

FROM: Glenn Jarrett
Director of Maintenance and Operation

DATE: October 1, 2025

SUBJECT: AWARD RECOMMENDATION FOR JOC PROPOSAL – LOCKWOOD, ANDREWS & NEWNAM Inc. (LAN) MANAGED DISTRICT WIDE ROOF IMPROVEMENT PROJECT – WP #3&4

Job Order Contract proposals for roofing services at Holub Middle School, Alief Warehouse, Alief Learning Center, Heflin Elementary School, Crossroads School, Youens Elementary School, Alief Administration Building, Olle Middle School, and Martin Elementary School have been received and tabulated. The projects are organized in to three separate packages and encompass work identified in the 2021 bond referendum. Lockwood, Andrews & Newnam (LAN) is overseeing the management of these projects.

Roof Package No.1 - Existing roofs at Holub MS, Alief Warehouse, Alief Learning Center. Work includes the demolition of the existing top membrane and installing a new Metal/Multi-Ply PVC Roof System to the existing deck.

Roof Package No.2 - Existing roofs at Heflin ES, Crossroads School, Youens ES, Alief Administration. Work includes the demolition of the existing top membrane and installing a new Multi-Ply PVC Roof System to the existing deck.

Roof Package No.3 - (1) Existing roof at Olle MS, and Martin ES. Work includes the demolition of the existing top membrane and installing a new Multi-Ply PVC Roof System to the existing deck.



Mr. Glen Jarrett, Director of Maintenance and Operation, recommends awarding Roof Package No. 1 to Argio Roofing, as the best valued proposer offering the lowest proposal pricing for a contract amount of \$5,918,759.00. This award will include:

- Complete roof replacement at Holub Middle School,
- Roof replacement of Area A and D at Alief’s Warehouse,
- Complete roof replacement at Alief Learning Center.

This project is scheduled to begin October 24th, 2025, and be substantially complete on or before September 30, 2026.

Mr. Glenn Jarrett, Director of Maintenance and Operation, recommends awarding Roof Package No. 2 to Reliable Commercial Roofing, as the best valued proposer offering the lowest proposal pricing for a contract amount of \$5,286,369.93. This award will include:

- Complete replacement of the main building roofing system at Heflin ES
- Complete roof replacement at Crossroads School
- Complete roof replacement of the main building at Youens ES
 - Due to the existing conditions of the roofing system at Youens ES, the scope of work was substantially increased to include a new roofing system for the entire main building in lieu of a partial replacement – Area A (Main Entrance)
 - Work was originally slated for later in the bond cycle, but has been accelerated for 2025/2026 bond cycle
- Complete roof replacement of the main roofing system at Alief’s Administration Building.
 - Due to the existing condition of the roofing system at the Administration Building, the scope of work was increased to include a new roofing system for the entire main building in lieu of a partial replacement.
 - Work was originally slated for later in the bond cycle, but has been accelerated for 2025/2026 bond cycle

This project is scheduled to begin October 24th, 2025, and be substantially complete on or before September 30, 2026.



Mr. Glenn Jarrett, Director of Maintenance and Operation, recommends awarding Roof Package No. 3 to Atlas Universal, as the best valued proposer offering the lowest proposal pricing for a contract amount of \$4,529,157.00. This award will include:

- Complete roof replacement of the main building at Olle Middle School
 - Due to the existing conditions of the roofing system at Olle MS, the scope of work was increased to include a new roofing system for the entire main building in lieu of a partial replacement
- Complete roof replacement of the main roofing system at Martin Elementary School.
 - Work was originally slated for later in the bond cycle, but has been accelerated for 2025/2026 bond cycle

This project is scheduled to begin October 24th, 2025, and be substantially complete on or before September 30, 2026.

All three project packages include a \$200,000 Owner Better Allowance.

The table below provides a breakdown of the construction budget amounts originally allocated for these projects, along with the year of the bond sale. It also reflects which project packages are projected to remain under budget and which are anticipated to exceed budget due to changes in the scope of work. Unassigned bond savings from previously completed projects will be applied to cover the expanded scope for these projects.



Alief ISD District Wide Roof Improvement Work Packages 3 & 4				
Roof Package No. 1				
Original	Site	Description	Total Bond Budget	Construction Bond Budget
2023	Holub	Roof Replacement - Metal roof	\$ 4,780,000.00	\$ 4,349,800.00
2023	Holub	Roof Replacement at CR1 Addition	\$ 460,000.00	\$ 418,600.00
2025	ALC	Roof Replacement Area A and B	\$ 830,000.00	\$ 755,300.00
2022	Warehouse	Roof Replacement or Coating Addition 1	\$ 540,000.00	\$ 491,400.00
2024	Warehouse	Roof Replacement or Coating at Addition 2	\$ 875,000.00	\$ 796,250.00
Total:			\$ 7,485,000.00	\$ 6,811,350.00
			Argio Recommended Bid Amount	\$ 5,918,759.00
			Under Budget Amount	\$ 892,591.00
Roof Package No. 2				
Original	Site	Description	Total Bond Budget	Construction Bond Budget
2025	Heflin	Roof Replacement	\$ 1,390,000.00	\$ 1,264,900.00
2025	Crossroads	Roof Replacement	\$ 380,000.00	\$ 345,800.00
2027	Youens	Partial Roof Replacement Area A	\$ 540,000.00	\$ 491,400.00
2025	Administration	Roof Replacement at Area D	\$ 20,000.00	\$ 18,200.00
2027	Administration	Metal Panel South end Roof replacement	\$ 160,000.00	\$ 145,600.00
2027	Administration	Partial Roof Replacement Area E	\$ 175,000.00	\$ 159,250.00
2028	Administration	Partial Roof Replacement Add1, Area A, B, C	\$ 790,000.00	\$ 718,900.00
Total:			\$ 3,455,000.00	\$ 3,144,050.00
			Reliable Recommended Bid Amount	\$ 5,286,369.93
			Over Budget Amount	\$ (2,142,319.93)
Roof Package No. 3				
Original	Site	Description	Total Bond Budget	Construction Bond Budget
2023	Otte	Roof Replacement Partial	\$ 2,140,000.00	\$ 1,947,400.00
2027	Otte	Partial Roof Replacement Area A,B, C	\$ 540,000.00	\$ 491,400.00
2027	Martin	Roof Replacement Main, Add1 and Add2	\$ 1,715,000.00	\$ 1,560,650.00
Total:			\$ 4,395,000.00	\$ 3,999,450.00
			Atlas Recommended Bid Amount	\$ 4,529,157.00
			Over Budget Amount	\$ (529,707.00)
			Overall Over Budget Amount	\$ (1,779,435.93)

Argio Roofing has performed previous projects for the District with satisfactory results

Reliable Commercial Roofing has performed previous projects for the District with satisfactory results

Atlas Universal has performed previous projects for the District with satisfactory results

Mr. Jarrett will be present at the Board meeting to answer questions related to these agenda items.



Attachments:

Bid Tab

Comparison Budget Breakdown



Alief ISD Roof Improvement Project WP 3 & 4 (Roof Package #1)

Proposal Date and Time: 09/03/2025 at 12:00 P.M.

Recorded By: Simon Penn - LAN

Architect: Armko Industries

Program Manager: Lockwood, Andrews & Newnam, Inc.

Proposal Opening Record

	Argio Roofing	Atlas Universal, Inc.	Reliable Commercial Roofing	Strategic Roofing Solutions	TADCO Roofing			
Base Proposal								
Roof Package #1	\$ 5,718,759.00	\$ 7,105,797.00	\$ -	\$ -	\$ 5,812,678.17			
Alternate Prices								
N/A								
Owner Betterment Allowance								
Owner Betterment Allowance	\$ 200,000.00	\$ 200,000.00	\$ -	\$ -	\$ 200,000.00			
Documents								
Complete Proposal Forms	•	•			•			
Bid Bond	•	•			•			
Vendor Certification Forms	•	•			•			
Proof of Insurability	•	•			•			
Proof of Bonding Capacity	•	•			•			
Selected Alternates (highlighted above)								
Owner Betterment Allowance	\$ 200,000.00	\$ 200,000.00	\$ -	\$ -	\$ 200,000.00	\$ -	\$ -	\$ -
Base Bid Plus Accepted Alternates	\$ 5,918,759.00	\$ 7,305,797.00	\$ -	\$ -	\$ 6,012,678.17	\$ -	\$ -	\$ -



Alief ISD Roof Improvement Project WP 3 & 4 (Roof Package #2)

Proposal Date and Time: 09/03/2025 at 12:00 P.M.
 Recorded By: Simon Penn - LAN
 Architect: Armko Industries
 Program Manager: Lockwood, Andrews & Newnam, Inc.

Proposal Opening Record

	Argio Roofing	Atlas Universal, Inc.	Reliable Commercial Roofing	Strategic Roofing Solutions	TADCO Roofing			
Base Proposal								
Roof Package #2	\$ 4,508,584.00	\$ -	\$ 4,069,899.16	\$ 5,171,197.00	\$ 4,317,758.96			
Alternate Prices								
Alternate No. 1: Youens Elementary- Multi-Ply PVC System	\$ 748,664.00		\$ 733,321.41	\$ 951,109.00	\$ 779,537.46			
Alternate No. 2A: Administration- Multi-Ply PVC System (AREA N&P)	\$ 177,406.00		\$ 185,200.36	\$ 192,124.00	\$ 168,641.95			
Alternate No. 2B: Administration- Multi-Ply PVC System (AREA Q, S1&S2)	\$ 87,668.00		\$ 97,949.00	\$ 121,389.00	\$ 113,485.47			
Alternate No. 2C: Administration- Multi-Ply PVC System (AREA T, T1 T2, T3&V)	\$ 281,405.00		\$ 418,112.62	\$ 427,476.00	\$ 418,392.52			
Owner Betterment Allowance								
Owner Betterment Allowance	\$ 200,000.00	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00			
Documents								
Complete Proposal Forms	•	•			•			
Bid Bond	•	•			•			
Vendor Certification Forms	•	•			•			
Proof of Insurability	•	•			•			
Proof of Bonding Capacity	•	•			•			
Selected Alternates (highlighted above)	\$ 1,013,738.00	\$ -	\$ 1,016,470.77	\$ 1,264,622.00	\$ 1,061,664.88			
Owner Betterment Allowance	\$ 200,000.00	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ -	\$ -	\$ -
Base Bid Plus Accepted Alternates	\$ 5,722,322.00	\$ -	\$ 5,286,369.93	\$ 6,635,819.00	\$ 5,579,423.84	\$ -	\$ -	\$ -

48



Alief ISD Roof Improvement Project WP 3 & 4 (Roof Package #3)

Proposal Date and Time: 09/03/2025 at 12:00 P.M.
 Recorded By: Simon Penn - LAN
 Architect: Armko Industries
 Program Manager: Lockwood, Andrews & Newnam, Inc.

Proposal Opening Record

	Argio Roofing	Atlas Universal, Inc.	Reliable Commercial Roofing	Strategic Roofing Solutions	TADCO Roofing			
Base Proposal								
Roof Package #3	\$ 4,840,088.00	\$ 4,110,438.00	\$ 4,356,231.84	\$ -	\$ 4,650,864.27			
Alternate Prices								
Alternate No. 1: Martin Elementary- Multi-Ply PVC System	\$ 218,871.00	\$ 218,719.00	\$ 234,599.00	\$ -	\$ 330,878.82			
Owner Betterment Allowance								
Owner Betterment Allowance	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ -	\$ 200,000.00			
Documents								
Complete Proposal Forms	•	•			•			
Bid Bond	•	•			•			
Vendor Certification Forms	•	•			•			
Proof of Insurability	•	•			•			
Proof of Bonding Capacity	•	•			•			
Selected Alternates (highlighted above)	\$ 218,871.00	\$ 218,719.00	\$ 234,599.00	\$ -	\$ 330,878.82			
Owner Betterment Allowance	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ -	\$ 200,000.00	\$ -	\$ -	\$ -
Base Bid Plus Accepted Alternates	\$ 5,258,959.00	\$ 4,529,157.00	\$ 4,790,830.84	\$ -	\$ 5,181,743.09	\$ -	\$ -	\$ -

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Beginning of the Year Academic Updates and Next Steps
(Charles Garcia, Deputy Superintendent of Curriculum,
Instruction, and School Leadership)

Presentation Summary:

At the start of the 2025–2026 school year, Alief ISD has established a clear academic baseline through Beginning-of-Year (BOY) assessments across grade levels. This data provides a snapshot of student performance and serves as a critical barometer for instructional planning, progress monitoring, and predicting end-of-year outcomes. Early results highlight areas of strength as well as opportunities for targeted support, particularly in reading and mathematics. The district is using this information to align resources, refine instructional strategies, and ensure that schools are positioned to accelerate student growth throughout the year.

Recommendation: Information only – no recommendation required.



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership

Academic BOY Update

Dr. Cecilia Crear, Chief of Schools

Dr. Andree Osagie, Executive Director of Secondary C&I

Mr. Everett Hare Sr. , Executive Director of Elementary C&I

BOY Academic Update Agenda

- Goal & Purpose
- Connection to Priorities
- Data Review:
 - **iReady BOY (K-8 Math & ELAR)**
 - **Amplify BOY (K-2 Literacy)**
- Plan of Action (based on BOY data)

GOALS

- To establish baseline of student performance
- To outline a barometer for instructional progress (25–26)
- To provide a predictor of EOY summative readiness
- To outline action plan based on BOY data



STRATEGIC PRIORITIES

aligned



STUDENT ACHIEVEMENT

AISD will close the achievement gap to ensure that all students reach their academic potential and improve student preparation for college and career.



WORLD CLASS EMPLOYMENT

AISD will recruit, develop, and retain highly qualified and effective personnel.



SAFE & SECURE ALIEF

AISD will maintain a safe and orderly environment.



ORGANIZATIONAL STRENGTH

AISD will continue to improve the financial stability of the district.



ALIEF FAMILY

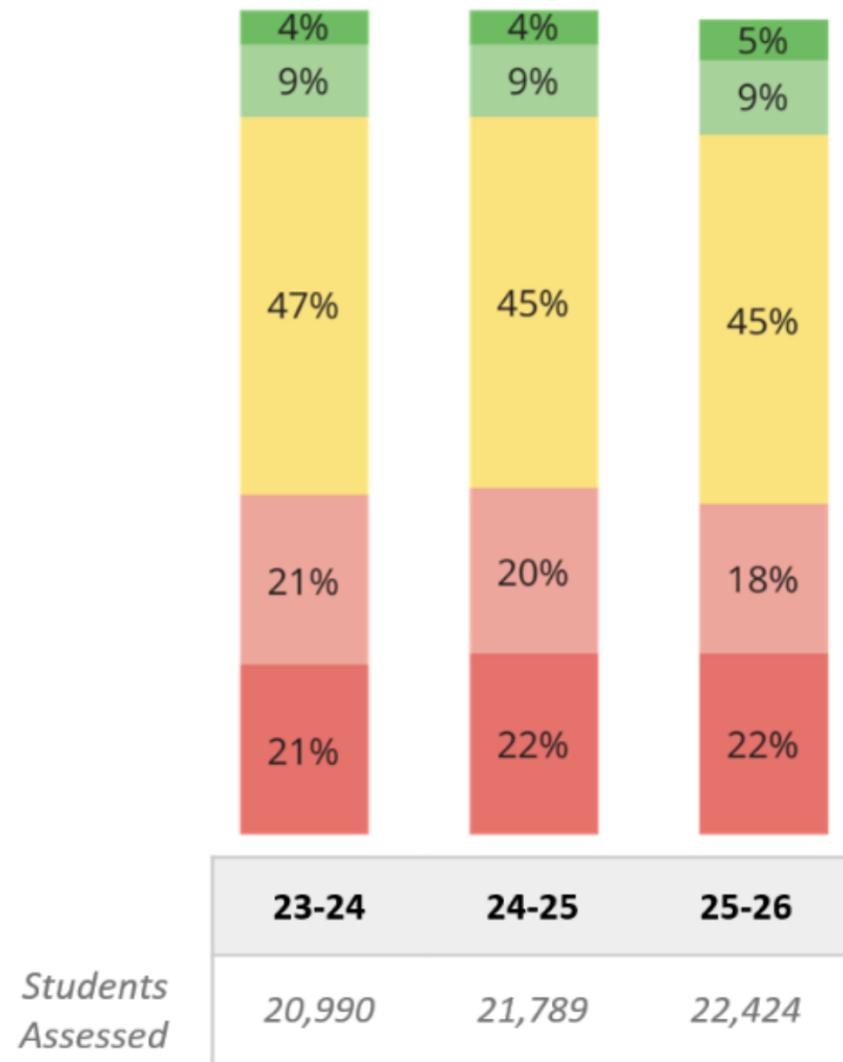
AISD will continue to build positive relationships with all stakeholders.

Data Design

- ❖ Board Goal #1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.
- ❖ Data represents the Beginning of Year diagnostic performance of students.
- ❖ Data Bars are measured within three different performance range levels:
 - Above Grade Level,
 - On Grade Level,
 - Below Grade Level

i-Ready 24-25 to 25-26 Overall

Placement Distribution, Fall 24-25 to Fall 25-26

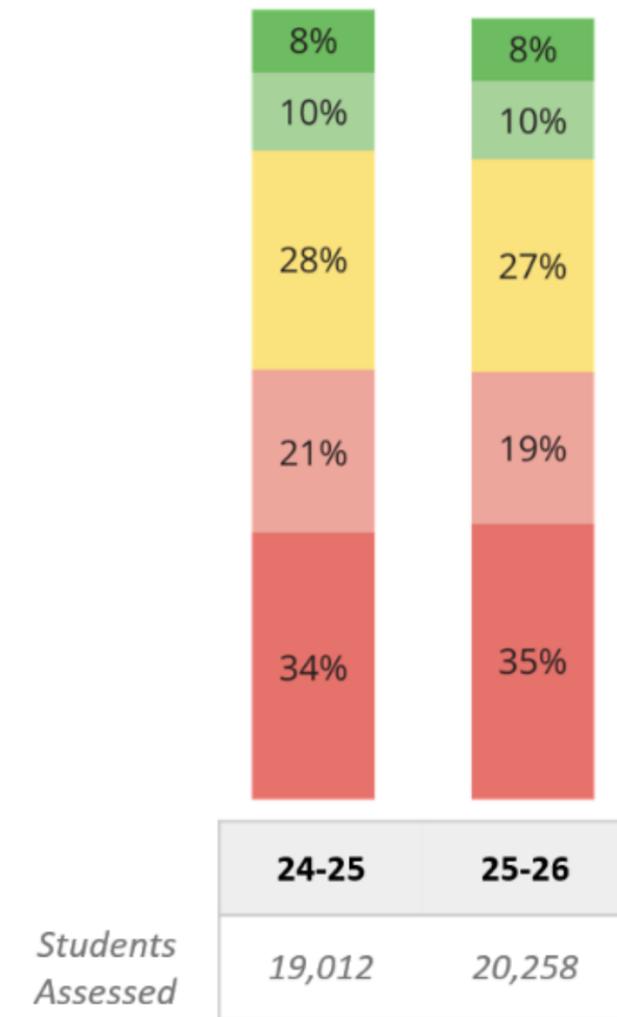


Mathematics

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a cross-sectional analysis.



Reading

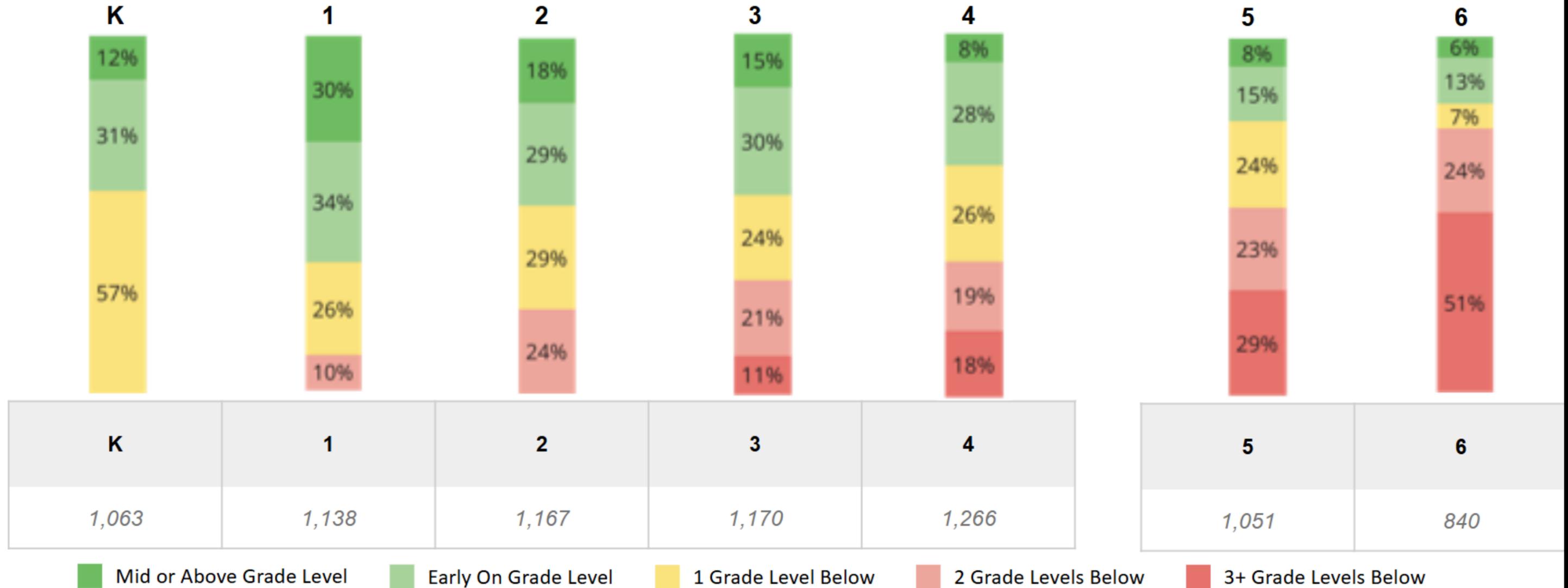
i-Ready 25-26 Spanish

Reading Spanish

How Do the District's Placements Compare to the Benchmarks?

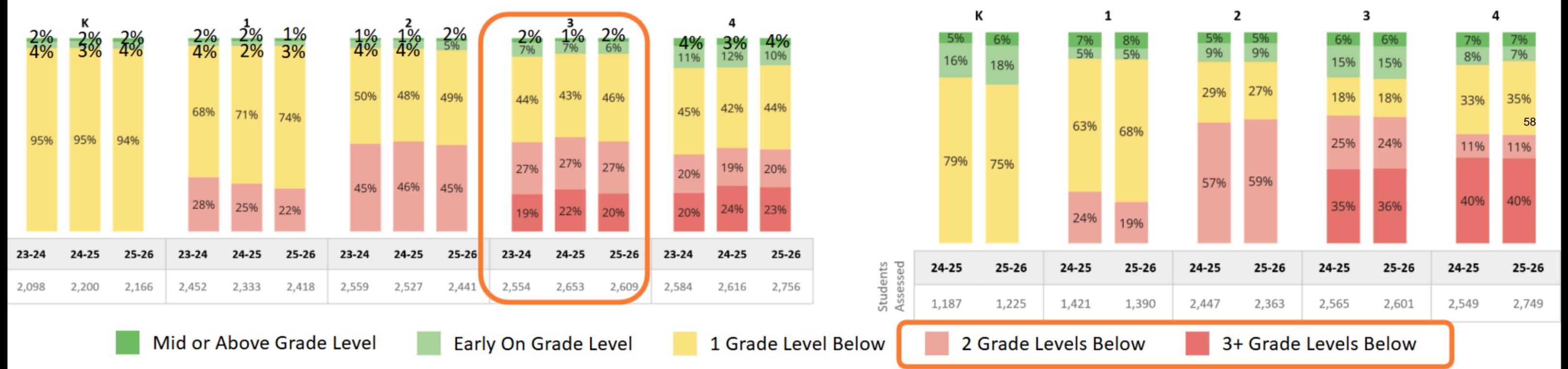
District priority: Reading: Students placing 2/3+ Grade Levels Below

Fall Placement Distribution for District and Benchmarks



i-Ready 24-25 to 25-26

Placement Distribution, Fall 24-25 to Fall 25-26



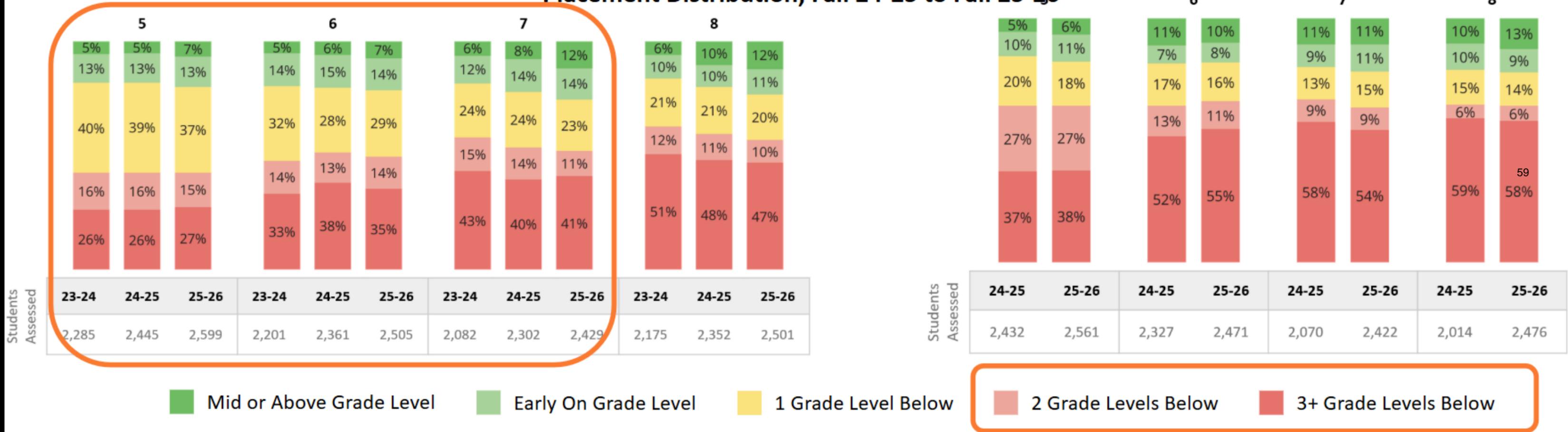
Mathematics

i-Ready criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

Reading

i-Ready 24-25 Overall

Placement Distribution, Fall 24-25 to Fall 25-26

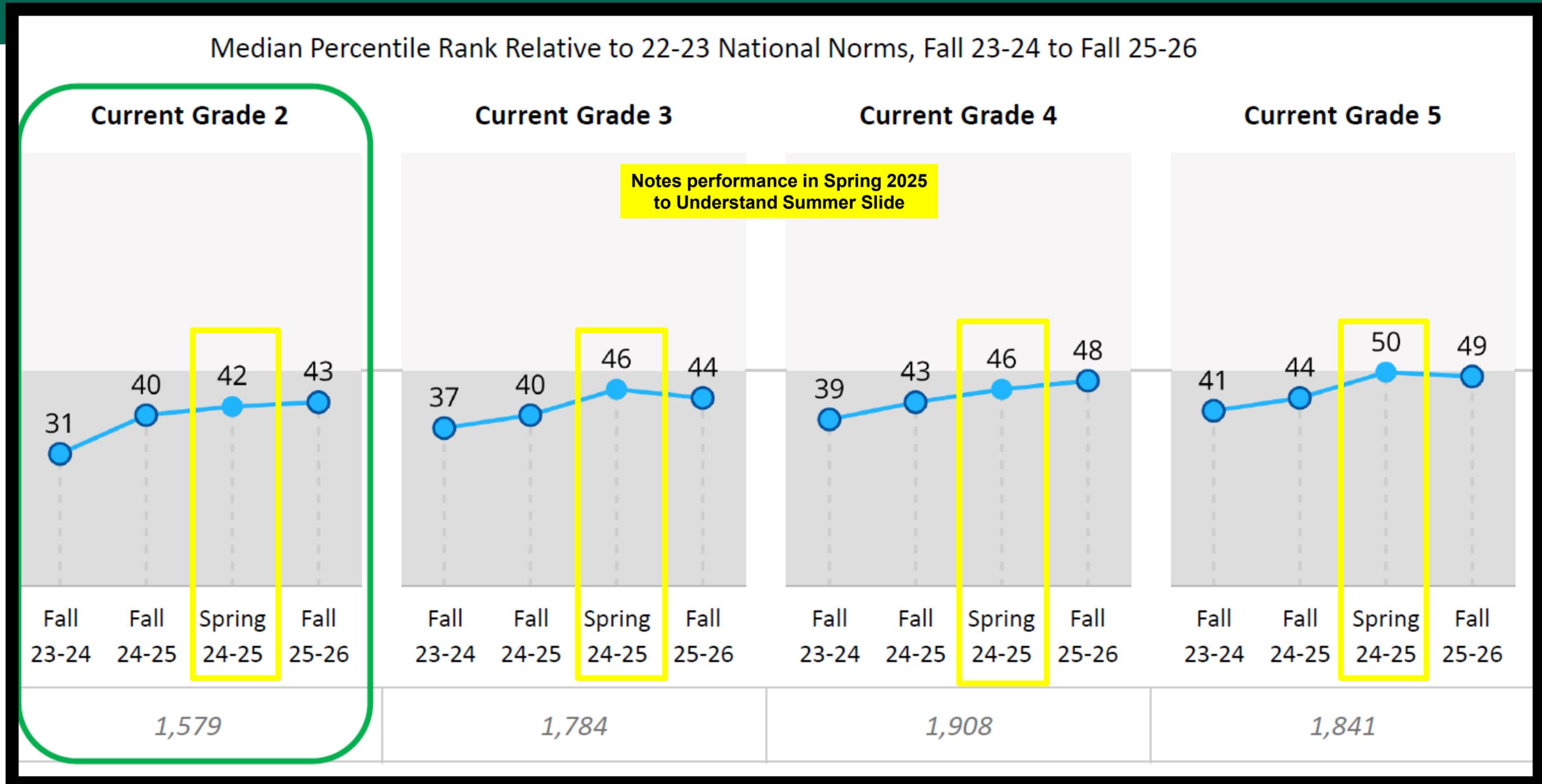


Mathematics

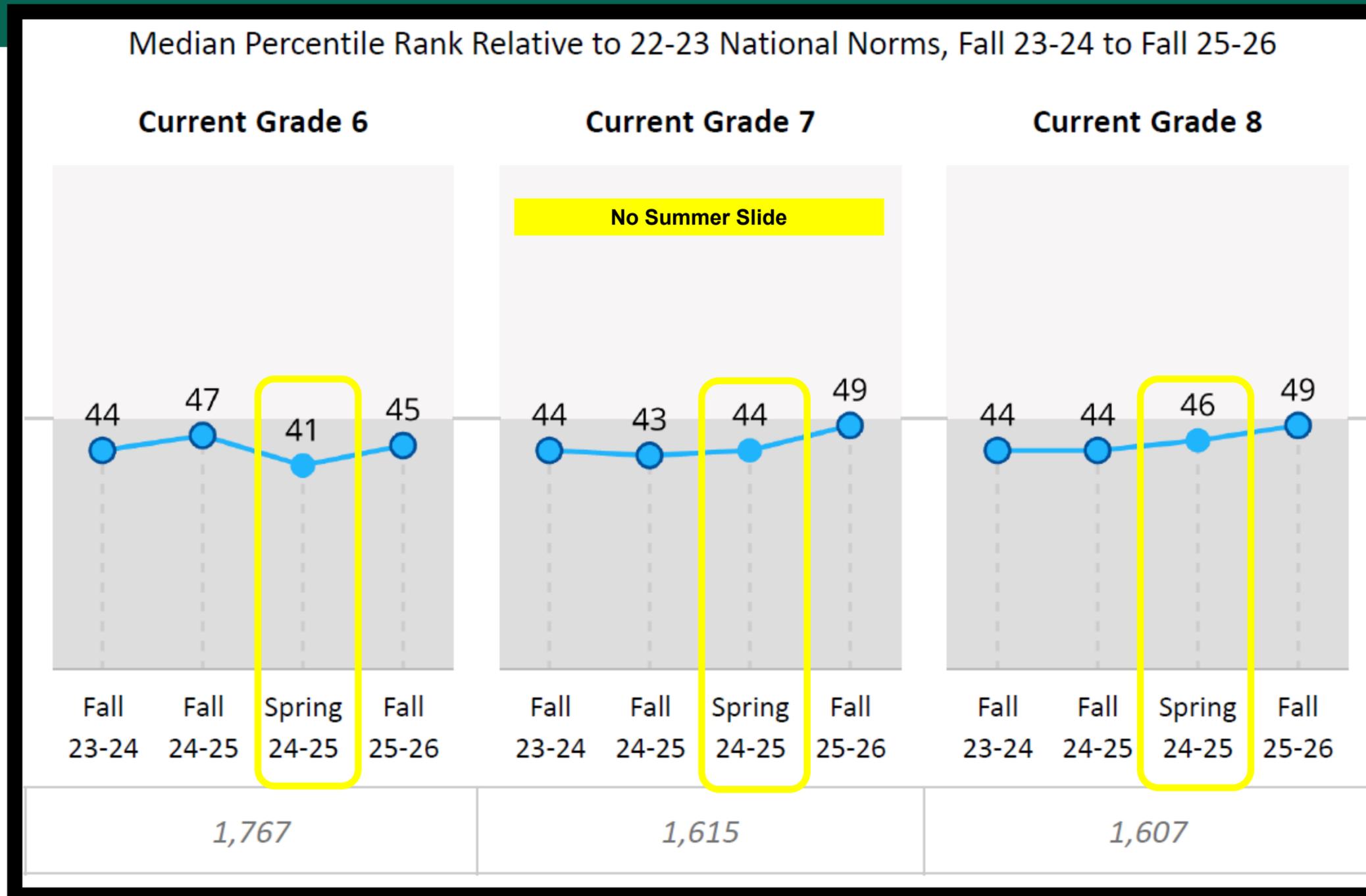
i-Ready criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

Reading

i-Ready 24-25 Mathematics Median Percentile



i-Ready 24-25 Mathematics Median Percentile



i-Ready 2024-2025 Summary

Mathematics BOY to EOY

Elementary:

- Average of 25% decrease at for students in red
- 38% average increase in green

Intermediate:

- Average decrease of 12% for students in red
- 20% average increase in green.

Middle:

- Average decrease of 15.5% for students in red
- 19.5% average increase in green.

Reading BOY to EOY

Elementary:

- Average of 18% decrease for students in red
- 20.5% average increase in green

Intermediate:

- Average of 9.5% decrease for students in red
- 9.5% average increase in green

Middle:

- Average of 9.5% decrease for students in red
- 13.5% average increase in green

i-Ready BOY 2025 Summary

2025 BOY Mathematics

Elementary:

- On average, a **1% decrease** in students starting in the red category and the
- **No change** from prior year for green.

Intermediate:

- On average, students starting the **same percentage** in the red category
- **Increase of 2%** for students starting in green

Middle:

- On average, a **1.5% decrease** in students starting in the red category
- **3.5% increase** for students starting in green.

2025 BOY Reading

Elementary:

- On average, **0.75% decrease** in students starting in the red category
- **Decrease of 0.25%** for students starting in green

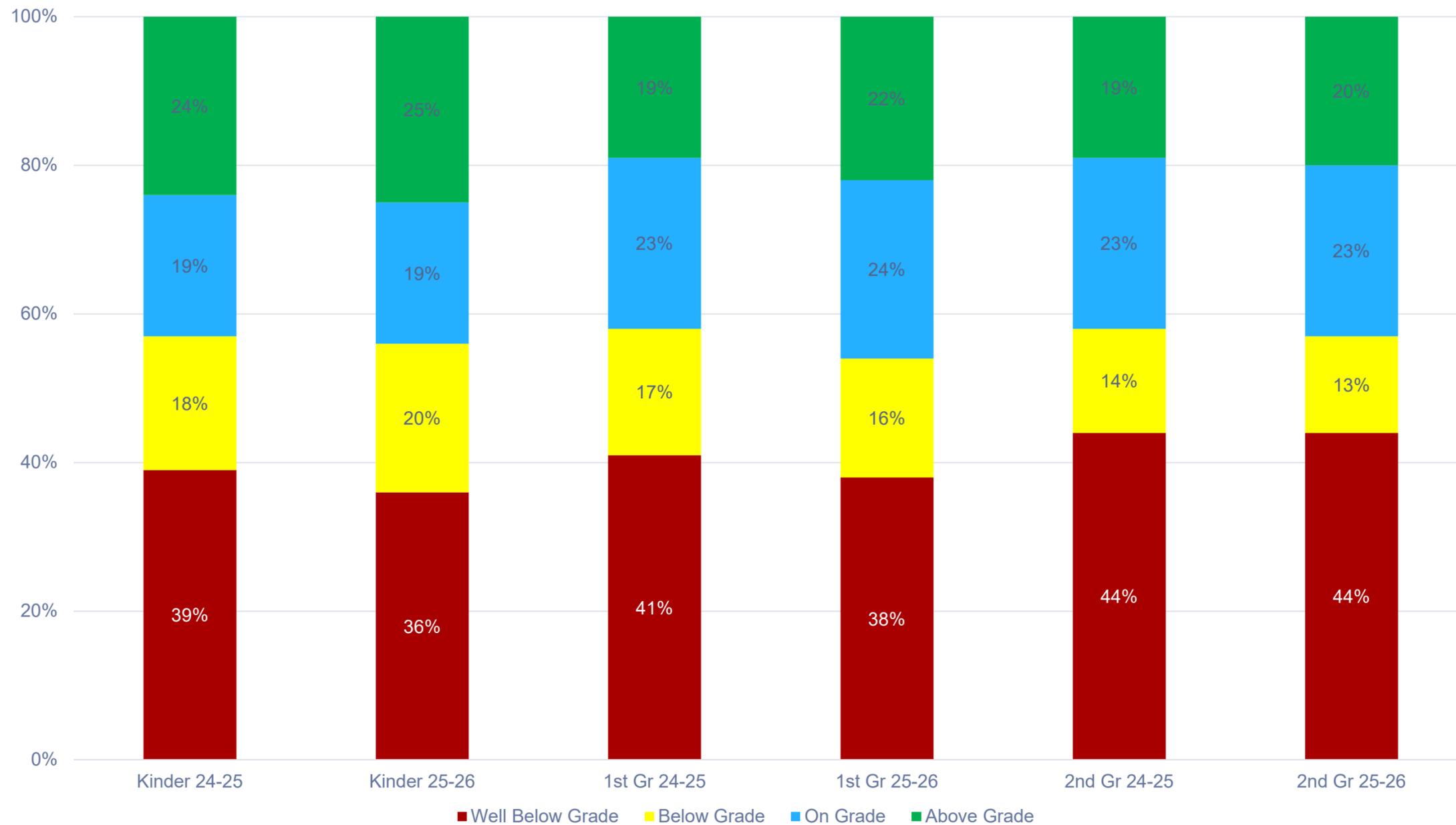
Intermediate:

- On average, a **1% increase** in students starting in the red category
- **Increase of 0.5%** for students starting in green.

Middle:

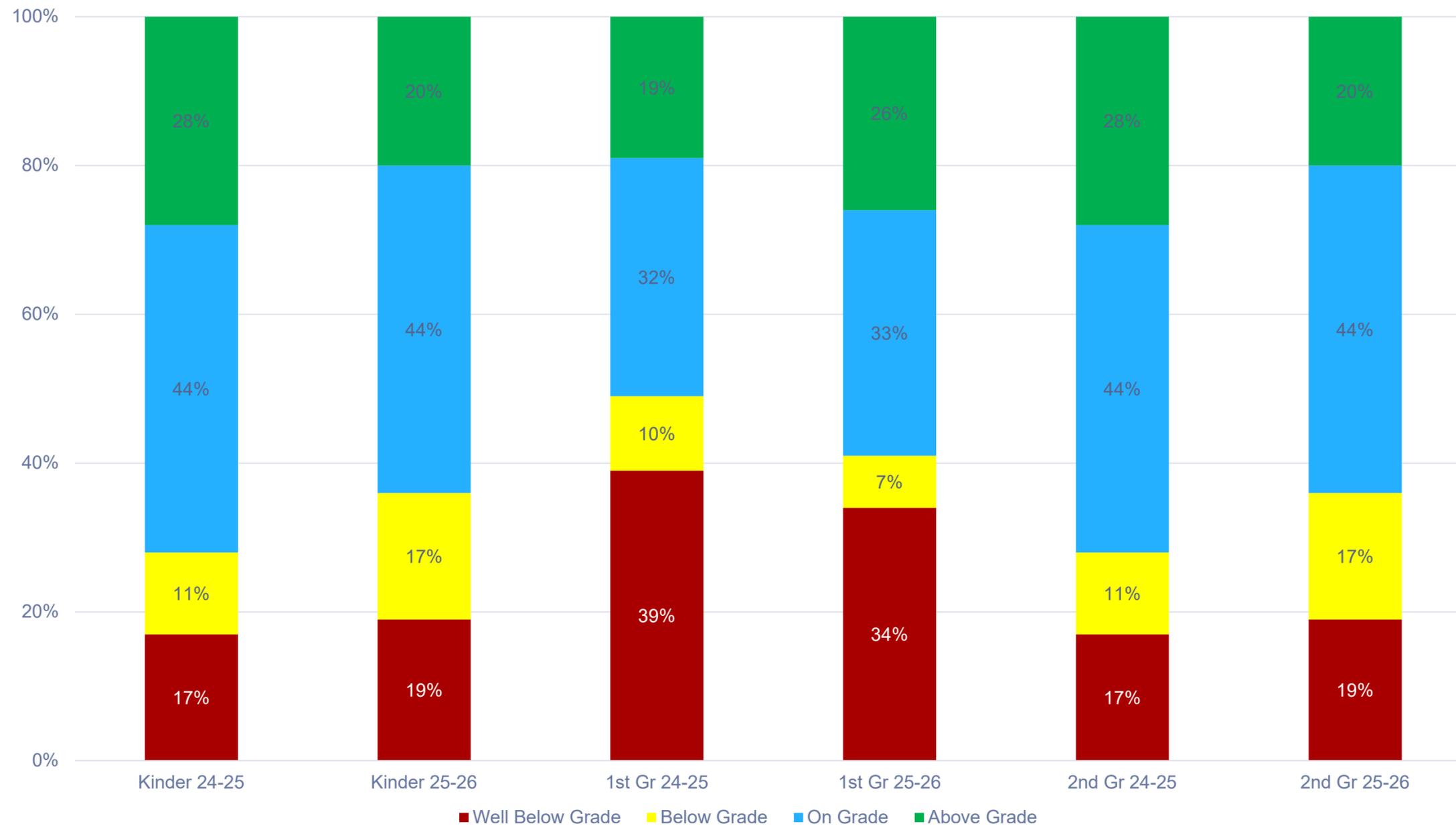
- On average, students starting in the same percentage as the prior year for the red category and
- **Increase of 0.5%** for students starting in green.

Amplify 24-25 BOY vs 25-26 BOY English



Amplify 24-25 BOY vs 25-26 BOY

Spanish



Amplify BOY 2025 Summary

2025 BOY English

- On average, our kindergarten performance data demonstrates a **1% decrease** in students starting below grade level and a **1% increase** in students starting above grade level.
- On average, our first-grade performance data demonstrates a **3% decrease** in students starting below grade level and a **3% increase** in students starting above grade level.
- On average, our second-grade performance data demonstrates a **1% decrease** in students starting below grade level and a **1% increase** in students starting above grade level.

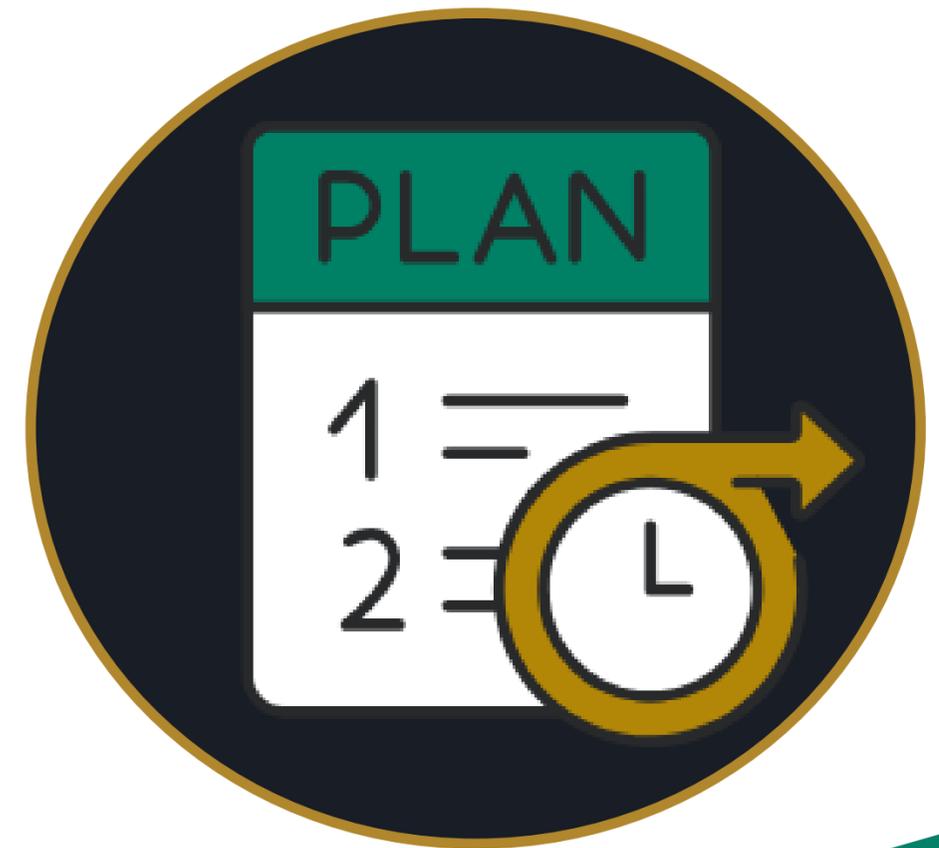
2025 BOY Spanish

- On average, our kindergarten performance data demonstrates an **8% increase** in students starting below grade level and an **8% decrease** in students starting above grade level.
- On average, our first-grade performance data demonstrates a **8% decrease** in students starting below grade level and a **8% increase** in students starting at (1%) or above grade level (7%).
- On average, our second-grade performance data demonstrates a **2% decrease** in students starting below grade level and a **2% increase** in students starting at or above grade level.

Plan of Action Based on BOY Metrics (i-Ready & Amplify)

Part 1--Central

- Ongoing Professional Development training for instructional next steps with digital platform progress monitoring and growth analysis (i-Ready team & Instruction Leaders)
 - Monthly Specialist meetings
 - Monthly Checkpoint Principal ILT meetings
- Weekly data reporting and review of progress monitoring
- Grade Up + Operation Lift Off
- CBA Data Tracker
- Monthly progress incentives and comparative data analysis



2025-2026 Additional Strategic Instructional Support

Supplemental Document

Curriculum Development and Pacing	<ul style="list-style-type: none"> • Develop clear, aligned curriculum documents. • Create daily instructional plans that guide teaching. • Increase academic rigor across all subjects and grades. • Ensure high expectations and deep learning.
Instructional Planning Support	<ul style="list-style-type: none"> • Refine planning protocols for clarity and coherence. • Strengthen lesson internalization practices. • Implement effective rehearsal strategies.
Assessment Design and Alignment	<ul style="list-style-type: none"> • Refine district CBAs and exit tickets. • Ensure alignment with instructional goals and mastery benchmarks.
Tiered Campus Support Frameworks	<ul style="list-style-type: none"> • Create differentiated campus support plans. • Use accountability data and teacher experience to guide support. • Address each campus's specific instructional needs.
Professional Learning Systems	<ul style="list-style-type: none"> • Deliver ongoing professional development. • Use multiple formats: PLCs, planning sessions, Saturday institutes. • Strengthen instructional expertise and collaboration.
Coaching Cycle Implementation	<ul style="list-style-type: none"> • Guide specialists using a structured coaching framework. • Include modeling, real-time coaching, and actionable feedback. • Build overall instructional capacity.
Instructional Observation and Feedback	<ul style="list-style-type: none"> • Conduct frequent classroom walkthroughs. • Provide high-impact, strengths-based feedback. • Address key areas for instructional improvement.
Instructional Priority Implementation	<ul style="list-style-type: none"> • Support district instructional priorities. • Emphasize academic discourse and writing in all subjects. • Ensure daily student thinking, speaking, and writing.

Plan of Action Based on BOY Metrics (i-Ready & Amplify)

Part 2--Campus

- School Leadership Team will ensure campuses are meeting i-Ready time requirements and lessons passed.
- Weekly ILT and PLC meetings to monitor progress and actionable steps. School leadership has presence at these meetings to provide real-time coaching and ensure follow-up on action steps.
- Data-informed tutorials and intervention blocks are being created to ensure no instructional time is lost in responding to student needs.
- Data quarterly reviews are held with Tier 2 and Tier 3 principals to ensure a higher level of accountability.



Questions



ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2025

AGENDA ITEM: Special Education Updates, Progress and Next Steps (Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)

Presentation Summary:

Alief ISD's Special Education Department continues to provide comprehensive services that support the diverse needs of students with disabilities through a range of instructional models, including inclusion, resource, and specialized programs. Current efforts focus on ensuring compliance with federal and state requirements, expanding instructional supports, and strengthening family engagement. The district has made progress in student outcomes, professional learning for staff in areas such as behavioral interventions and supports, program fidelity, and specially designed academic and behavioral instruction. Moving forward, priorities include expanding inclusive practices and continuing collaboration with families and community partners to ensure every student has access to high-quality, individualized instruction.

Recommendation: Information only – no recommendation required.



Dr. Anthony Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of
Curriculum, Instruction &
School Leadership

Special Education **UPDATE**

Robin Jenkins – Director of Special Education

October 14, 2025

Inform & Update

2025-26 Special Education Priorities

- ✓ **Enrollment & Child Find: Evaluate Patterns and Shifts**
- ✓ **Student Achievement: Strategic Supports to Elevate Outcomes**
- ✓ **Road to Graduation: Collaborative Efforts to Support Transition**
- ✓ **Family Engagement: Improved Engagement through Outreach**

Special Education Priorities



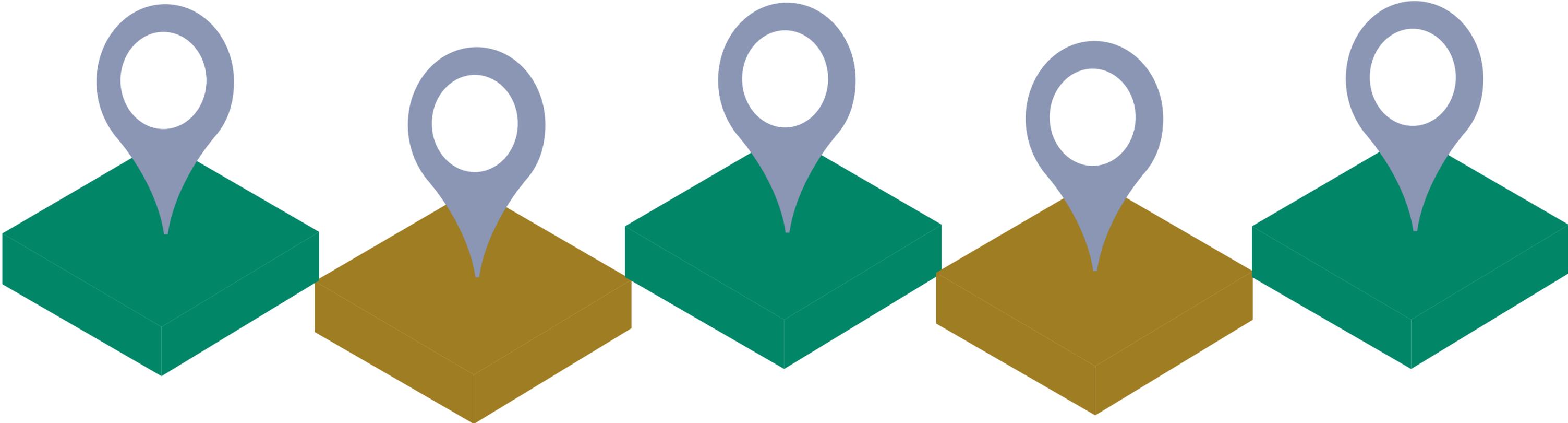
Compliance – Meeting State Performance Plan (SPP) Child Find 11 and 12 Requirements (timeliness of initial evaluations for children suspected of having a disability) and creating rigorous IEPs.

Student Achievement - Increasing inclusive practices and strategic supports for students who receive special education services through targeted Specially Designed Instruction (SDI) by enhancing staff and administrator training. ⁷⁴

Transition & Graduation- Collaborating with multiple departments and stakeholders to improve student success after high school.

Family Engagement - Strengthening partnerships with families by increasing access to resources, improving communication, and fostering collaborative decision-making to support student growth.

Enrollment Trends



75

2021-22

4,186
or
10.29%

2022-23

4,916
or
12.19%

2023-24

4,591
or
14.16%

2024-25

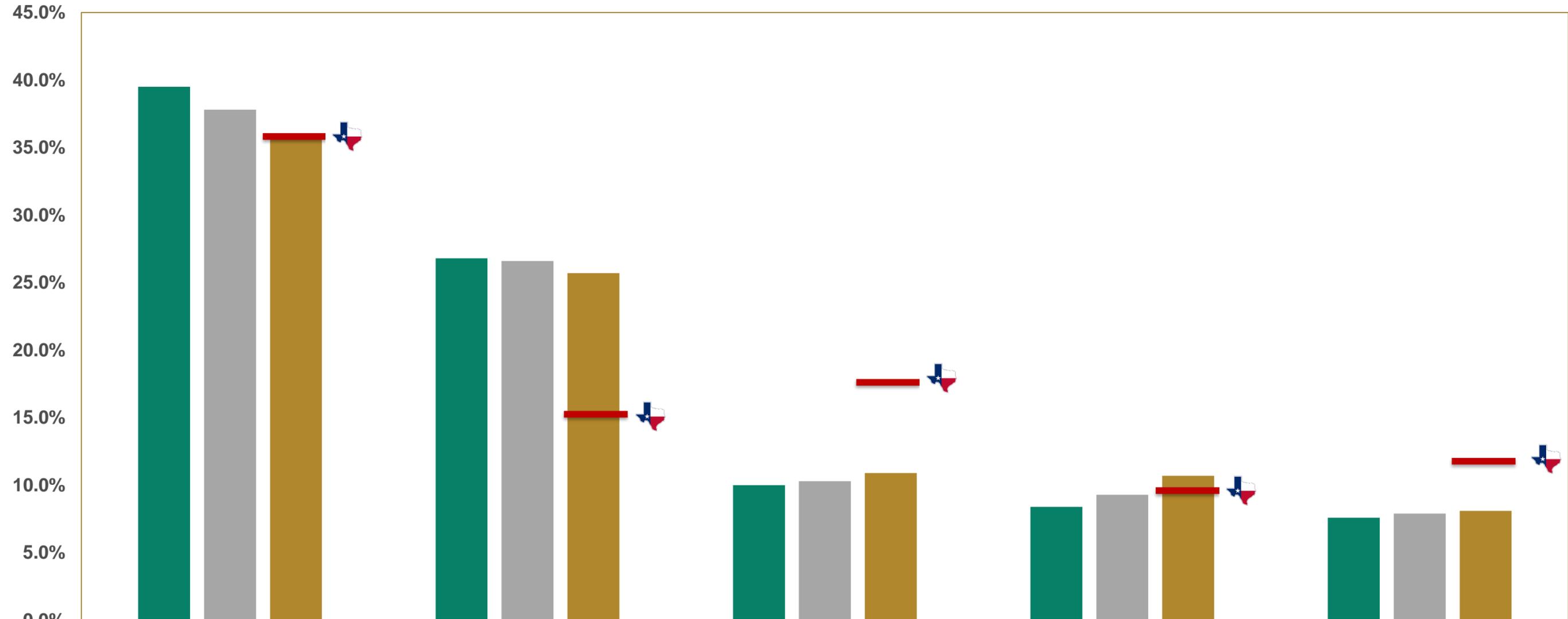
6,230
or
16.13%

2025-26

6,474*
or
17.7%

*Fall PEIMS Enrollment Data

Primary Disability Trends



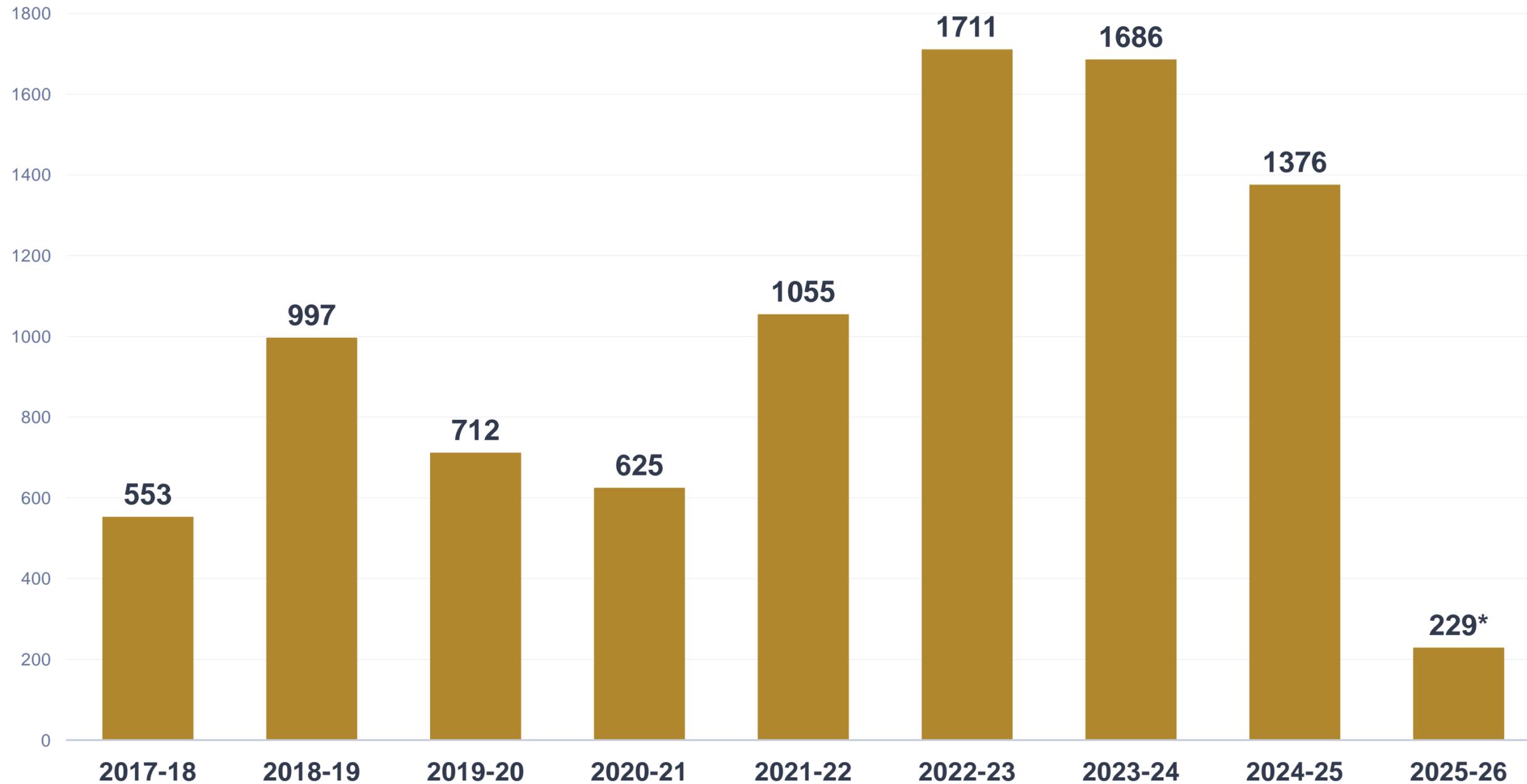
■ 2025-26
 ■ 2024-25
 ■ 2023-24 Alief

	Specific Learning Disability	Autism	Speech Impairment	Intellectual Disability	Other Health Impaired
2025-26	39.5%	26.8%	10.0%	8.4%	7.6%
2024-25	37.8%	26.6%	10.3%	9.3%	7.9%
2023-24 Alief	35.6%	25.7%	10.9%	10.7%	8.1%

■ 2025-26 ■ 2024-25 ■ 2023-24 Alief

*Fall PEIMS Enrollment Data

Child Find # of Initial Evaluations



Academic Achievement: Strategic Supports to Elevate Outcomes

**Train, Entrust...
Let's Verify!**

Special Education Summit 2025

As part of our ongoing commitment to excellence, we are also focused on providing strategic, targeted training opportunities to ensure our special education staff are well-equipped to meet the diverse needs of our students. Your insight is invaluable in helping us assess the fidelity of implementation and identify any areas where additional support may be needed. Please let your program coordinator know if you observe any challenges or successes worth noting this school year. *You should see...*

	Teachers	Paraprofessionals
ECSE <small>CLICK HERE for Look Fors</small>	<ul style="list-style-type: none"> Building trusting & collaborative relationships with families Using effective classroom routines and procedures Implementing well-organized and sequential lessons for all learners 	<ul style="list-style-type: none"> Collecting IEP data for teachers Modeling positive, developmentally appropriate language throughout the day Using positive reinforcers, levels of prompts, and behavior strategies Assisting with toilet training
ICS <small>CLICK HERE for Elementary Look Fors</small> <small>CLICK HERE for Secondary Look Fors</small>	<ul style="list-style-type: none"> Following district "best-practices" for ARD prep and Student Support Process Creating quality individualized PLAAFPs, IEP Goals, and progress updates Aligning daily instruction with IEPs Providing daily access to needed academic and behavior supports and strategies Monitoring caseload appropriately 	<ul style="list-style-type: none"> Using the prompt hierarchy Collaborating with ICS teacher for schedules, work expectations, and student specific SDI Using digital RW tools, supplemental aids, and behavior strategies to support student learning Collecting IEP data for teachers
STRIDE <small>CLICK HERE for Look Fors</small>	<ul style="list-style-type: none"> Consistently using visual supports, timers, and reinforcers Providing routine social skills instruction Prompting student communication frequently and peer interaction Communicating and collaborating with Gen Ed and ICS staff 	<ul style="list-style-type: none"> Consistently using visual supports, timers, and reinforcers Actively monitoring with proximity in GE Priming for upcoming transitions Monitoring schedule and need for breaks Communicating and collaborating with GE
Structure DC <small>CLICK HERE for Look Fors</small>	<ul style="list-style-type: none"> Creating a classroom environment following program guidelines (e.g., posters, schedules) Utilizing program specific reinforcers (Class Dojo, class store, Fun Friday) Providing access to learning tools Facilitating SEL lessons Implementing behavior strategies 	<ul style="list-style-type: none"> Providing students with learning materials Actively monitoring during work tasks Implementing behavior strategies Utilizing program specific reinforcers Assisting with SEL lessons Assisting with updating program posters

Thank you for your continued partnership in supporting our staff in developing and delivering quality services to our students.

[CLICK HERE for the Train, Entrust, Let's Verify Flyer](#)

AUGUST		
✓	Campus Administrator(s) TO-DO List	Resource(s)
	<p>Ensure that the SPED Lead provides the Campus Administrators with comprehensive SPED Reports via Success Ed, specifically the Annual/FIE Dates, SPP 11 & 12 Referral Timelines, as well as the Staff Planning</p> <ul style="list-style-type: none"> Partner with the SPED Lead and Supervising Administrators to assign case managers and establish clear ownership and accountability for case management responsibilities. Ensure your SPED Lead collaborates with the Evaluation Team to schedule Initial ARDs for evaluations completed in Spring/Summer (due by 9/2/2025). Check the SPP 11 & 12 Referral Timelines report for deadlines. Schedule ARDs in advance—reschedules must also occur before the due date. An Administrator must attend all Initial ARDs. Validate that the master schedule fully reflects and supports the delivery of all required special education services. 	<p>In the SOPs be sure to review the following Guidance for more information: Initials, Transfer Individualized Education Program (IEP)</p>
	<p>Meet with Campus Special Education Team - Review Roles + Expectations/Outcomes</p> <ul style="list-style-type: none"> Define and communicate expectations, timelines, and compliance requirements for all case managers (including long-term substitutes). Identify and communicate district-approved lesson planning frameworks aligned to each SPED program, and establish clear campus-level expectations for quality, frequency, and alignment to student needs. Designate staff responsible for reviewing, monitoring, and providing feedback on lesson plans. 	<p>CLICK HERE for Roles & Expectations Assigned Case Managers should utilize this SOP Template Case Manager Introductory Email (English & Spanish) notify parents no later than 5 days from the 1st day of school or transfer ARD</p> <p>SPED Lesson Planning and IEP Expectations by Program</p> <p>SPED Look Fors</p>
	<p>Ensure SPED Video Surveillance Notification Letters are distributed to self-contained staff at the beginning of their contract period and sent to applicable parents/guardians at least 10 days before the first day of school.</p>	<p>SPED Video Surveillance at a Glance</p>
	<p>Ensure campus TBSI Core Team has been identified and trained. Ensure program staff have been CPI trained.</p>	<p>CLICK HERE for the TBSI Flyer</p> <p>CLICK HERE for the TBSI Online Course Registration</p> <p>CLICK HERE to edit your campus TBSI Core Team Meeting</p>
	<p>Complete Campus SDI Walks + Needs Assessment w/ Sp. Ed. Coordinator(s)</p> <ul style="list-style-type: none"> SPED Program Walks New to Alief Teachers New to Teaching Teachers Domain 3 Verification for Special Education Supports 	
	<p>Meet w Special Education Team for 1st PLC - Review PLC Agenda w/ DC/ARD Facilitator - What day each week or month do they meet?</p>	<p>CLICK HERE for PLC Agenda Template & Exemplar</p>
	<p>Audit Master Schedule: utilization of staff, allocations in place, schedule efficiency, student services being</p>	

Intro | **August** | September | October | November | December | January | February | March | April | May | Summer | +

[CLICK HERE for the Monthly Checklists](#)

Collaborative Efforts to Support Transition & Graduation

[CLICK HERE for the Flyer](#)

2025-2026 Initiatives

General Employability Innovative Course

- Targeting ICS students who are on a modified graduation code (54, 55, 56).
- 1 period class at Hastings, Elsie, and Taylor.

Graduation Verification Check-Ins

9th - 12th Grade

- Graduation reports in ESP and SuccessEd will be run for accuracy at the end of the 1st, 2nd, and 3rd nine week grading periods, and at the end of the year.

8th Grade

- Graduation reports in ESP and SuccessEd will be run for accuracy at the end of the 3rd nine week grading periods and at the end of the year.
- Reports will be shared with lead counselors to get graduation codes updated in ESP.

CCMR Data Sheet

- Identify students receiving SPED services who may need to take the TSI.
- Identify which students are in danger of not passing courses.
- Notate the appropriate Special Education identifier on list, instead of just SPED.

“CCMR isn’t a checklist - it’s a shared mission to prepare every student for life beyond school.”

Graduation Codes and Options

34	(b)(1)	Non-Modified Curriculum	Demonstrated satisfactory performance on EOC (passed 3/5).
35	(b)(2)	Non-Modified Curriculum	ARDC determines satisfactory performance on EOC is not required for graduation.
★ 54	(b)(3)(A)	Modified Curriculum	Full time-employment and mastering sufficient self-help skills.
★ 55	(b)(3)(B)	Modified Curriculum	Demonstrated mastery of employability and self-help skills which do not require on-going support from the LEA.
56	(b)(3)(C)	Modified Curriculum	Student has access to services or other supports that are not within the legal responsibility of the LEA.

★ = CCMR Distinction

Meeting CCMR Requirements

FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

IEP Grad (Workforce Readiness)

Graduate with:

- Completed IEP **AND**
- Workforce Readiness

Graduation Type Codes of:

- 04
- 05
- 54
- 55

SpEd Advanced Degree Plan

Graduate with:

- An advanced degree plan **AND**
- Be identified as a current special education student.

Advanced Degree Plans:

- FHSP - E
- FHSP - DLA
- RHSP
- DAP

Need Assistance?

Ben Rabideau

Special Education CCMR Officer

Benjamin.Rabideau@aliefisd.net

281-498-8110 ext. 29001

ALIEF ISD SPECIAL EDUCATION



Alief Special Education & Services Home & School Connection

2025-2026 Parent Education Schedule

The Alief ISD Special Education Department is committed to providing our families with relevant learning opportunities. Each of our event will empower parents to better understand their child's unique needs and advocate for their student with a disability in both the educational setting and out in the community.

Date	Time	Topic	Location
October 1, 2025	5:30-7 p.m.	Dyslexia Family Night	Alief ISD Center for Talent Development
November 1, 2025	10 a.m. -1 p.m.	Alief Proud	Crump Stadium
November, 12, 2025	Three sessions to choose: 11a.m - 11:30 12 p.m.- 12:30 1 pm- 1:30	Assistive Technology in Alief	Zoom: https://zoom.us/j/91859978034?pwd=Hf7CK1W2fib4bdqe0TshmExefhmtMx.1
January 15, 2026	5 p.m.- 7 p.m.	Disability Awareness and Self-Care for Caregivers	Alief ISD Administration Building CC2
February 19, 2026	6 p.m.- 7 p.m.	<u>Mental Health: Coping Skills and Test Anxiety.</u>	Zoom: https://us02web.zoom.us/j/9356437222
February 28, 2026	TBD	Alief Family U**	Alief ISD Center for Talent Development
March 21, 2026	10a.m.-12 p.m.	Transition Fair	Marshall Center for Advanced Career
April 25, 2026	9 a.m.- 1 p.m.	Taste of Alief	Crump Stadium
April 30, 2026	5 p.m. - 8:30 p.m.	Special Olympics Banquet	Alief ISD Center for Talent Development

FAMILY ENGAGEMENT



Improve Communication



Access Resources



Foster Collaboration

[CLICK HERE](#) or Scan the QR Code Below for the Family Engagement Activities Flyer



**English
Spanish
Vietnamese**



QUESTIONS?

Alief ISD Special Education