



Instructional Consultation Meeting

AGENDA

April 29, 2021

Agenda Review: May 6, 2021
Board Meeting Date: May 13, 2021

Items Requiring Consultation: BOE Agenda

D-1	CERTIFICATION THAT THE DISTRICT'S INSTRUCTIONAL MATERIALS COVER ALL STATE STANDARDS IN THE REQUIRED CURRICULUM	ACADEMICS Yolanda Rodriguez
D-2	APPROVAL OF THE PROPOSED 2021-2022 LOCAL CALENDAR FOR THE SCHOOL LEADER APPRAISAL SYSTEM	ACADEMICS Yolanda Rodriguez
D-3	APPROVAL OF THE PROPOSED 2021-2022 LOCAL CALENDAR FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM	ACADEMICS Yolanda Rodriguez
D-4	APPROVAL OF THE PROPOSED 2021-2022 LOCAL CALENDAR FOR THE CENTRAL OFFICE AND CAMPUS-BASED NON-TEACHER APPRAISAL SYSTEM	ACADEMICS Yolanda Rodriguez
D-5	APPROVAL TO SUBMIT COURSE WAIVER REQUESTS FOR TEXAS CONNECTIONS ACADEMY AT HOUSTON TO THE TEXAS EDUCATION AGENCY	ACADEMICS Yolanda Rodriguez
F-1	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH TEXAS A&M UNIVERSITY-COMMERCE TO INCREASE THE NUMBER OF DISTRICT STUDENTS AND EMPLOYEES EARNING UNDERGRADUATE AND GRADUATE DEGREES	STRATEGY & INNOVATION Rick Cruz August Hamilton
F-2	AUTHORITY TO NEGOTIATE, EXECUTE, AND AMEND SERVICE CONTRACT AGREEMENTS WITH THE INTERNATIONAL BACCALAUREATE ORGANIZATION AND TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	STRATEGY & INNOVATION Rick Cruz Jharrett Bryantt
F-4	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH THE CITY OF HOUSTON TO PROVIDE GANG AND DELINQUENCY INTERVENTION AND PREVENTION SERVICES	STRATEGY & INNOVATION Rick Cruz Candice Castillo
K-2	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY, REGARDING CONSTRAINTS-FIRST READING	CHIEF OF STAFF Silvia Trinh Allison Matney

HFT Items

<p>HFT 1</p>	<p>Special Education Issues (2nd month)</p> <ul style="list-style-type: none"> • The HISD Office of Special Education is requiring that all Sp Ed teachers log goal progress in the easy IEP system weekly. The legal requirement is once every 3, 6 or 9 weeks based on that which is stipulated in the ARD. This requirement to log weekly is not required by law, is redundant, is unrealistic and diminishes the services students receive. Goals for Sp Ed students do not change weekly. <i>Suggested Remedy: return to 3/6/9 week goal progress monitoring as required by law</i> • The second issue are the temporary distance learning plans (TDLPs). Special Education teachers were required to completed Temporary Distance Learning Plans for every student and HISD made it mandatory to have every student ARded even though it is not ARD paperwork and no other district does this. HISD demanded that all be completed by the end of February and threatened disciplinary action if not completed. <i>Suggested Remedy: For schools that have outstanding TDLPs, drop the requirement. The attached document shows that there are about 800 outstanding TDLPs for the NW region alone.</i> 	<p>ACADEMICS Yolanda Rodriguez Shannon Verrett</p>
<p>WRITTEN RESPONSE:</p> <ul style="list-style-type: none"> • Due to escalated non-compliance identified by TEA, the district has required weekly IEP Goals to include progress monitoring. Ensuring IEP Implementation, and IEP Content and Development are two of the seven TEA 2021 Prioritized Strategy Areas. The legal requirement is that the ARD committee decides when IEP goal progress is reported. It is not necessarily isolated to 3, 6, or 9 weeks. However, to put teachers in the position to be successful, accurate and effective, there is a district expectation to input progress monitoring data weekly in order to have a clear picture of goal progress and be able to report true progress to parents according to the ARD committee's decision. • The use of TDLP is a proactive measure (TEA Contingency Plan Requirement) that will prevent teachers from having multiple ARD-IEP meetings to address IEP amendments when the district may periodically transition between face-to-face and virtual instruction. The TDLP is designed to capture how IEP services will be delivered during virtual instruction. The completion of the TDLP must happen within the context of an ARD. If TDLPs are not in place for all SWDs, then then teachers will have to complete IEP amendments to address how IEP services will be delivered every time there is a shift from face-to-face to virtual instruction, and the reverse. Until the state determines if virtual instruction will cease and/or be an option for the 2021-2022 school year, this process will remain. 		
<p>HFT 2</p>	<p>STAAR</p> <ul style="list-style-type: none"> • Testing one's own students. • Students who are learning remotely are being pressured to take the STAAR. <ul style="list-style-type: none"> ○ Promotion is being threatened. ○ Being told they will have to attend summer school. 	<p>AREA SUPERINTENDENT Geovanny Ponce</p>

WRITTEN RESPONSE:

- For the sake of transparency and to further ensure the integrity of the testing environment, teachers do not administer the STAAR to their students of record. In very unique situations, exceptions are made for special education students.
- Last month, HISD administered a “2021 STAAR Test Participation for Parents of Remote Learners” survey. Parents were able to choose between three options. One of which was to choose for their child not to take the STAAR or STAAR EOC. TEA created a provision that excludes remote students from being negatively impacted if they do not take the STAAR assessment. For high school students, TEA is not lawfully authorized to waive graduation requirements; therefore, students who are scheduled to take EOC assessments for STAAR or STAAR-Alternate 2 will be missing an opportunity to meet assessment graduation requirements. In addition, the District continues to abide by its standards for promotion. Finally, recommendations to attend summer school for enrichment or promotion purposes are made based on the needs of individual students.

HFT 3	Inconsistent interpretation of Lesson Plan requirements <ul style="list-style-type: none">• TADS scores that are lowered because lesson plans are “too short.”• PL 3- Designs Effective Lesson Plans (how robust is the training)	ACADEMICS Yolanda Rodriguez
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WRITTEN RESPONSE:

- Most campuses address and support lesson planning through PLCs on a consistent basis following Board Policy. If individual school leaders are not providing clear expectations related to lesson plans, please inform the Area Superintendent.
- Pursuant to Texas Education Code 11.164, the District will ensure that required lesson plans contain an outline, which is brief and general, of information that the teacher plans to teach students during a particular class period and describes the activities the students will do in order to learn the subject matter. [See DLB(LEGAL) and EEP(LOCAL)] Individual schools cannot require information in a lesson plan that is neither taught to students nor describes the activities that will be used to teach the subject matter.

Individual schools can require the following for lesson plans: - Use of a lesson plan template; - Reference to the Texas Essential Knowledge and Skills (TEKS) and objectives from the State of Texas Assessments of Academic Readiness (STAAR) relevant to each lesson; - Resources to be used for each lesson; and - Activities for each lesson.

HFT 4	Expand current policies to improve job protections for non-contract employees – due process. <ul style="list-style-type: none">• Compensation for “Other duties”• Time to complete “assigned tasks”• A work environment free from the threat of retaliation for exercising employee rights	HUMAN RESOURCES Julia Dimmitt
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<p>HFT 5</p>	<p>Nurses- End of Year Reports</p> <ul style="list-style-type: none"> • Lack of Training • No penalties for incorrect reporting caused by lack of training. • The present plan is for all nurses to travel to the Mesa Rd. location, sit across from a nurse manager, have the manager examine and comment on the reports. (Super Spreader Event). • Audiometers are to be brought to the Mesa location and dropped off. • Nurses are to pick up supplies at the Mesa location. <p>SOLUTION #1: HMS has said that they can pull each schools reports. They should pull the reports. As In the past audiometers should be picked up and delivered back to the school. Supplies can be sent to the school in exactly the same way they are now.</p> <p>SOLUTION # 2: Make this a drive through event. Nurses can drop off their reports, turn in their audiometer, and pick up their supplies.</p> <p>HOA Issues</p> <p>Problem: HMS has been working on issues since the system went live back in the Fall.</p> <p>Basic standard default answer from HMS: Yes. It's a known issue. HOA is having problems today.</p> <p>Solution:</p> <ul style="list-style-type: none"> • Nurses should not be held accountable for data generated by HOA until the system is fixed. • No nurse should be penalized by either HMS or their principal on their evaluation. <p>Example: Wed 9/23/2020 8:51 AM BlackmonJones, Lisa M "As you have determined there have been some glitches in Health Office Anywhere. We are working closely with Frontline company to get it up and running. Please do not email the help desk because, HOA is not a district product, and they cannot service HOA. Chancery does not exist anymore. We will document on paper and file until HOA is up and running. Create a file for each student that you are servicing until HOA is available."</p>	<p>HEALTH & MEDICAL Lisa Blackmon-Jones</p>
<p>HFT 6</p>	<p>Teachers are receiving memos for failing too many students.</p> <ul style="list-style-type: none"> • Teachers are being asked to change grades for parents who complain to Principal without going to teacher first. Also, teachers being asked to change grades for District employees whose children attend HISD schools. 	<p>AREA SUPERINTENDENT Geovanny Ponce</p>
<p>WRITTEN RESPONSE:</p> <p>As per HISD's School Guidelines, the only reasons for changing a student's grade after it has been recorded are:</p> <ul style="list-style-type: none"> • If there was an error in the computation of the student's grade; or • If an error was made entering grades into the teacher's gradebook <p>All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. A principal may not arbitrarily change a grade.</p>		

HFT 7	<p>Too many focus areas on PPA's</p> <ul style="list-style-type: none"> Teachers are being given an impractical number of focus areas on PPA's. There needs to be limited focus areas so the teacher may concentrate their efforts for real improvement in the most needed areas. 	<p>ACADEMICS Yolanda Rodriguez</p>
<p>WRITTEN RESPONSE:</p> <ul style="list-style-type: none"> Appraisers are informed that PPA focus areas should be limited to 2-3 focus areas. If there are campuses that are issuing impractical number of focus areas, please inform the Area Superintendent. 		
HFT 8	Results of Principal's Scorecard	<p>ACADEMICS Yolanda Rodriguez</p>
HFT 9A	<p>Compensation</p> <ul style="list-style-type: none"> HFT is encouraged that PUA is no longer being considered as a funding source to maintain the step increases on the current salary schedule. We do have a problem with lowering the step increase from step 6 to 7 and extending the number of years it takes to reach the top of the schedule. We need to find a way to maintain the step increase at the point where many teachers decide to leave HISD. 	<p>HUMAN RESOURCES Julia Dimmitt</p>
HFT 9B	<p>Compensation</p> <ul style="list-style-type: none"> We need to move forward and find as many dollars as possible to add to the compensation package while at the same time follow these guiding principles: <ul style="list-style-type: none"> Prioritize funding distribution that promotes equity in our schools. All HISD students deserve a great education regardless of the zip code they live in. Fighting for equity means recognizing where racial or socioeconomic disparities exist and proactively confronting those disparities. No layoffs or cuts of frontline teachers, paraprofessionals or support staff at any school. HISD should use rainy day funds and smarter budgeting at the school level to ensure no staff loses their jobs. Pay raises and health care benefits that retain teachers, paraprofessionals, and staff. The COVID-19 pandemic has led many educators to quit HISD and that harms students. HISD must fund immediate stipends, step movement, and more affordable health by using available state and federal dollars to retain our committed employees. We must remain competitive with other districts. 	<p>FINANCE Glenn Reed</p>

WRITTEN RESPONSE:

The compensation package being proposed is coming from the district's fund balance as well as additional costs from 2021-2022. After removing the PUA reduction the district's budget deficit is about \$96 million for 2021-2022. We are spreading budget reductions over a two-year period, 2021-2022 and 2022-2023. The \$96 million is not sustainable and will have to be addressed for the 2022-2023 budget. With the district losing over 10,000 students it isn't fiscally responsible to say the district will not reduce costs and with payroll being about 75% of our budget, avoiding any reductions in force is not possible.

At the March 25, 2021 budget workshop, I shared that under HB3 funding school districts don't generate additional funds year over year from a growth in property taxes like we did pre-HB3. The new school finance system reduces our tax rate and sends any excess tax collections to the state through recapture. Therefore, there are no additional property tax revenues to help fund or offset things like salary increases, fixed costs, program costs, loss of enrollment or increase health care costs like we had pre-HB3. The district has to have an increase in enrollment or ask taxpayers to vote for an increase in the tax rate to generate additional revenue.

Another major difference that I would like to highlight between HISD and other districts is the centralized vs decentralized environment. Districts that are centralized are able to find efficiencies in schools and departments in staffing and other costs each year and pool those dollars to go towards salaries, health insurance, or other costs. In HISD we do not recover funds to use elsewhere from the budget for example from the closing of a position at a campus or if we are able to negotiate better rates for tuition services or other products / services. Under HISD's model those dollars go back to campuses to spend on other things. When the school budgets are over \$1 billion of the district's budget and cost saving measures are not recovered by the district as a whole, it is difficult to get significant dollars to put towards the afore mentioned costs. It was for this reason our original proposal to fund Special Education and Teacher Step came from a PUA reduction. Since in HISD we do not make the budget decisions for our campuses centrally like other district's our mechanism is to reduce the PUA and have Principals make the decisions on how to adjust budgets (as opposed to centrally).

HFT 10	Longer Consultation Meetings Non-Instructional consultation meetings are scheduled for 90 minutes. Instructional meetings need to be at least that long so we don't fail to get through the agenda as happened last month.	HUMAN RESOURCES Julia Dimmitt
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WRITTEN RESPONSE:
Meeting changed to 2:30pm-4:00pm.

Next Meeting: May 27, 2021