



Instructional Consultation Meeting AGENDA

September 30, 2021

Agenda Review: October 7, 2021
Board Meeting Date: October 14, 2021

Items Requiring Consultation: AGENDA REVIEW AGENDA

K-3	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY BP(LOCAL), ADMINISTRATIVE REGULATIONS—FIRST READING	CHIEF OF STAFF Silvia Trinh/Emily Smith
K-6	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY DH(LOCAL), EMPLOYEE STANDARDS OF CONDUCT—FIRST READING	TALENT Dr. Rick A. Cruz Tonnis Hilliard
K-7	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY DI(LOCAL), EMPLOYEE WELFARE—FIRST READING	TALENT Dr. Rick A. Cruz Tonnis Hilliard
K-9	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FJ(LOCAL), GIFTS AND SOLICITATIONS—FIRST READING	FINANCE Glenn Reed

Items Requiring Consultation: REGULAR BOE AGENDA

D-1	APPROVAL OF DISTRICT IMPROVEMENT PLAN FOR 2021–2022	DEPUTY SUPERINTENDENT Dr. Rick A. Cruz Dr. Allison Matney
F-1	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT AT TEXAS A&M UNIVERSITY AND HOUSTON COMMUNITY COLLEGE TO OFFER DUAL CREDIT COURSES FOR HIGH SCHOOLS OFFERING CAREER AND TECHNICAL EDUCATION PROGRAMS IN EDUCATION	ACADEMICS Dr. Rick A. Cruz David Johnston Michael Love
F-2	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH THE TEXAS A&M AGRILIFE EXTENSION SERVICE TO RECOGNIZE HARRIS COUNTY 4-H FOR ELIGIBLE EXTRACURRICULAR STATUS UNDER THE TEXAS ADMINISTRATIVE CODE AND TO APPROVE THE ADJUNCT FACULTY AGREEMENT	ACADEMICS Dr. Rick A. Cruz David Johnston Michael Love

F-3	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH TEXAS SOUTHERN UNIVERSITY FOR COLLEGE LEVEL COURSE OFFERINGS TO STERLING AVIATION EARLY COLLEGE HIGH SCHOOL	ACADEMICS Dr. Rick A. Cruz David Johnston Michael Love
F-4	AUTHORITY TO NEGOTIATE AND EXECUTE AN INTERLOCAL AGREEMENT WITH THE UNIVERSITY OF HOUSTON-DOWNTOWN COLLEGE OF PUBLIC SERVICE TO PROVIDE INTERNSHIPS AND FIELD PRACTICUM OPPORTUNITIES	ACADEMICS Dr. Rick A. Cruz David Johnston Michael Love
G-1	ADOPTION OF RESOLUTION TO WAIVE WORK DAY MISSED AND TO PAY EMPLOYEES AS A RESULT OF THE SEPTEMBER 14, 2021, DISTRICT CLOSURE	TALENT Dr. Rick A. Cruz Tonnis Hilliard
I-5	APPROVAL OF FUNDING FOR IMPLEMENTATION OF TIME AND ATTENDANCE SYSTEM	FINANCE Glenn Reed
K-1	APPROVAL TO AMEND BOARD POLICY DGB(LOCAL), EMPLOYEE RIGHTS AND PRIVILEGES: PERSONNEL MANAGEMENT RELATIONS— SECOND READING	LEGAL Elneita Hutchins-Taylor
HFT Items		
HFT 1	Class sizes of 26+ in some EC classrooms, especially PK. There is no way to be safe or teach effectively with those enrollment numbers. - For instance, this is happening at Mistral and Farias. <ol style="list-style-type: none"> 1. Why can't new classes be added to reduce class size when space allows? 2. What safeguards can be put in place to ensure safety for students and staff when social distancing is not possible and young students struggle with mask wearing? 3. When will class size waiver requests be available? 	SCHOOLS OFFICE Dr. Denise Watts
WRITEN RESPONSE		
<ol style="list-style-type: none"> 1. The additional of classes to a campus is based upon campus budgets, the availability of certified staff, master schedule, student needs and other factors that vary by campus. 2. In accordance with the district's Ready, Set, Go plan, the expectation for students is that they wear their masks, especially in situations where social distancing is not possible. Additional safeguards that have been put in place include the deep-cleaning of facilities, and cleansing of high-touch areas. The district stays abreast of local COVID-19 data and makes adjustments to the plan in accordance with the data that is received. 3. Principals receive initial class size waivers totals at the beginning of the year based on historical data and trends. In October, there is a reconciliation process that aligns the number of waivers a school receives with the total they were assigned. 		

HFT 2	<p>ESSER Funds: HFT is asking for an update of use of ESSER funds.</p> <p>a) Were the ESSER funds distributed to certain amounts per school?</p> <p>b) Is there a breakdown as to the amount that each school received?</p> <p>c) Are any of the ESSER funds being used for administrative raises or stipends?</p> <p>d) When does the district expect to get final approval of their proposals (e.g. Vaccine Stipends, etc)?</p> <p>e) Do any modifications to the use of ESSER funds include Paras compensation or stipends?</p>	DEPUTY SUPERINTENDENT Dr. Allison Matney
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WRITEN RESPONSE

a) Were the ESSER funds distributed to certain amounts per school? Yes, there were five areas in which Principals received discretionary funds: Wraparound, Innovation, Tutoring, Safety and SAT/ACT/TSI preparation.

b) Is there a breakdown as to the amount that each school received? Yes, a methodology was developed for each of the departments by our Research and Accountability department.

c) Are any of the ESSER funds being used for administrative raises or stipends? Not at this time.

d) When does the district expect to get final approval of their proposals (e.g. Vaccine Stipends, etc)? We anticipate in the next few weeks to receive confirmation from TEA for the Vaccine Stipends.

e) Do any modifications to the use of ESSER funds include Paras compensation or stipends? Not at this time.

HFT 3	<p>Lesson Plans: Teachers are still expressing concerns about lesson plan requirements (please see samples).</p> <p>a) How is the district addressing these concerns?</p> <p>b) Also, HFT requests a special consultation on TADS, specifically on analyzing and revising any nonalignment of lesson plan language to state statute. How soon can one be arranged?</p>	SCHOOLS OFFICE/ DEPUTY SUPERINTENDENT Dr. Denise Watts/August Hamilton
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WRITEN RESPONSE

Although we did not receive the attachment of the lesson plan requirements, we can work to address any specific issues of concern at specific campuses. Administration can work with HFT to set up a time to discuss concerns related to TADS and lesson planning.

HFT 4	Wraparound Resource Specialists <ol style="list-style-type: none"> Who created the Wraparound Resource Specialist Appraisal Rubric (please see attached rubric)? The regulations to FFC(LOCAL) states, “The District will operate with a community schools and feeder pattern framework.” With respect to the rubric in general, upon which research-based Community School standards was it based? With respect to the metrics under Pillar I - Integrated Student Supports for evaluating effectiveness of Wraparound Resource Specialists (page 4 and 5 of the rubric), upon which research-based Community School standards were they based? What research-based algorithm was used to determine the minimum weekly data entries, minimum interventions per level, and minimum average of submitted Student Assistance Forms (SAFs) per level? What is the district doing long term to retain Wraparound Resource Specialists that were hired with ESSER Funds? 	ACADEMICS Candice Castillo
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WRITTEN RESPONSE

- Who created the Wraparound Resource Specialist Appraisal Rubric (please see attached rubric)?**
 The appraisal rubric was developed by the leadership of the Wraparound department at the time of its creation, and it gets revised and updated every year to align it with the department goals.
- The regulations to FFC(LOCAL) states, “The District will operate with a community schools and feeder pattern framework.” With respect to the rubric in general, upon which research-based Community School standards was it based?** It was based in the Community School Structures and Functions (Part I) which identifies the knowledge, skills, and dispositions that school and community partners need in order to plan and implement successful and impactful community schools. Each standard is organized into three levels – the standard, related elements, and indicators of performance. Each standard addresses the broad category of community schools implementation. The elements within each standard reflect specific features of high-level implementation. The indicators serve primarily as examples of how a community school practitioner and partners might demonstrate the elements along an implementation continuum of a comprehensive and coherent community school strategy.
- With respect to the metrics under Pillar I - Integrated Student Supports for evaluating effectiveness of Wraparound Resource Specialists (page 4 and 5 of the rubric), upon which research-based Community School standards were they based? What research-based algorithm was used to determine the minimum weekly data entries, minimum interventions per level, and minimum average of submitted Student Assistance Forms (SAFs) per level?** The research-based standard of page 4 & 5 of the rubric is based on the Integrated Health and Social Supports: Addressing barriers to learning standard. In a community school setting, the basic physical, mental, and emotional health needs of young people and their families are recognized and addressed as a core aspect of its work. There was no research-based algorithm used to determine the minimum number of interventions or SAFS. We used the percentage of the population for number of interventions.
- What is the district doing long term to retain Wraparound Resource Specialists that were hired with ESSER Funds?** The district has stated its commitment to developing long-term strategies to retain talent in the organization, this includes the Wraparound department.

HFT 5	Implications of HB4545 - How does HISD intend to implement HB4545 within constraints of teacher work day and contractual days?	SCHOOLS OFFICE Dr. Denise Watts
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WRITTEN RESPONSE

Campuses have been working to schedule HB4545 interventions within their master schedules and the Interventions Office has also provided support to campuses who need assistance with the scheduling process within the school day. If there is any need to provide interventions outside of the teacher workday, employees will be compensated accordingly.

HFT 6	<p>Teachers on M-TADS: HFT received concerns from members on M-TADS regarding observations and walkthroughs and HFT seeks clarification.</p> <ol style="list-style-type: none"> How frequently can appraisers make observations and walkthroughs of teachers who have qualified for M-TADS and is there a maximum number of observations and walkthroughs permitted of teachers under M-TADS? If a criterion is not observed during an observation or walkthrough of a teacher who has qualified for M-TADS, then is this grounds for future, multiple observations and walkthroughs until said criterion is observed? Are the observations and walkthroughs that exceed the minimum required per policy and/or regulations for teachers under M-TADS included in their final appraisal? Are third party observations that exceed the minimum required for teachers under M-TADS included in their final appraisal? 	TALENT Dr. Jharrett Bryantt/Lisa Reagins
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WRITTEN RESPONSE

Teachers on M-TADS: HFT received concerns from members on M-TADS regarding observations and walkthroughs and HFT seeks clarification.

- How frequently can appraisers make observations and walkthroughs of teachers who have qualified for M-TADS and is there a maximum number of observations and walkthroughs permitted of teachers under M-TADS?** For teachers appraised using the M-TADS, appraisers must conduct at least one unscheduled and unannounced formal observation and walkthrough per school year. There is not a limit to the number of observations and walkthroughs an appraiser can conduct for teachers participating in M-TADS.
- If a criterion is not observed during an observation or walkthrough of a teacher who has qualified for M-TADS, then is these grounds for future, multiple observations and walkthroughs until said criterion is observed?** Prior to the End of Year conference, appraisers must have rated each Instructional Practice criteria at least once. If all criteria are not observed/rated during the required observation or walkthrough, appraisers must conduct additional walkthroughs/observations to capture evidence and rate the criteria not previously rated.
- Are the observations and walkthroughs that exceed the minimum required per policy and/or regulations for teachers under M-TADS included in their final appraisal?** Data from all formal observations and walkthroughs are used to inform the EOY rating for teachers appraised in the M-TADS. This included observations and walkthrough that exceed the minimum requirement established by policy and/or regulation.
- Are third party observations that exceed the minimum required for teachers under M-TADS included in their final appraisal?** Appraisers may use all valid third-party observation data that has been shared with the teacher to inform the EOY appraisal ratings for teachers who are appraised using the M-TADS.

HFT 7	What is the district plan to implement SB 179 and by when?	ACADEMICS Candice Castillo
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WRITTEN RESPONSE:

The district has been working on several strategies to implement SB179 from providing training to hiring additional staff.

HFT 8	<p>COVID Testing: In regards to HISD working with The City of Houston to provide COVID-19 screening and testing for students and employees,</p> <p>nurses were given 1 hours notice to chose and provide HMS with a campus contact. This should have been sent to the principals. Principals assign contact positions-not the nurse.</p> <p>Nurses have no knowledge of what is involved in the process of the initiative.</p> <p>As an outside provider of services any vendor including the City of Houston must be responsible for all areas of the program including contact, questions, concerns, consents etc.</p>	ACADEMICS Candice Castillo
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WRITTEN RESPONSE:

We are currently working with the City of Houston to ensure we can have a process that complements the dynamic on campuses. Having a campus contact is helpful in coordinating the efforts so the provider can be set to provide the services and have a go to person for questions. The consent form will be key in this process and having a campus contact is helpful to collect this information as it will be information the nurse also would want to have in their records.

Next Meeting: October 28, 2021