



Instructional Consultation Meeting MINUTES

January 27, 2022

Virtual via Microsoft TEAMS

2:30pm

Agenda Review: February 3, 2022
Board Meeting Date: February 10, 2022

Items Requiring Consultation: AGENDA REVIEW AGENDA

ATTENDEES: Dr. Denise Watts, Chief of Schools; Elneita Hutchins-Taylor, General Counsel; Erica Graham, Deputy General Counsel; Dr. Shawn Bird, Chief Academic Officer; Cesar Martinez, Assistant Superintendent; Dr. Allison Matney, Ex. Officer, Research & Accountability; Dr. Khechara Bradford, Ex. Officer, Specialized Learning & Services; Justin Fuentes, Ex. Director, School Choice; Candice Castillo, Ex. Officer, Student Support; Tho Mei, Director, School Office; Jackie Anderson, HFT; Andy Dewey, HFT; Daniel Santos, HFT; Sonia Gonzalez, HFT; Norris Thomas, HFT; Gertrude Hilty, HFT; Steve Antley, CHT;

FACILITATOR: Jeremy Grant-Skinner, Chief Talent Officer

Meeting commenced at 2:30pm with greetings and roll call of attendees from Mr. Grant-Skinner.

K-1	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICIES DN(LOCAL), PERFORMANCE APPRAISAL, AND DNA(LOCAL), PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS—FIRST READING	TALENT Jeremy Grant-Skinner Dr. Jharrett Bryantt
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Mr. Grant-Skinner presented this item and stated that this is a first reading asking the board to approve revisions to board policies DN(LOCAL) and DNA(LOCAL). The changes are related to the performance appraisal for teachers to correspond with the path toward adopting the Texas Teacher Evaluation and Support System (T-TESS) as the evaluation framework beginning in the 2022-2023 school year. Mr. Grant-Skinner added that he was part of the T-TESS executive committee, and they received a report that shared that the Technical Committee which is made up of principals, district administrators and other stakeholders and a teacher committee had recommended this adoption. He also shared that he met the previous day with Ms. Jackie Anderson and discussed this item briefly.

Mr. Dewey said they were not opposed of changing the evaluation system, but he was concerned about the student performance criteria and how teachers were going to be rated on student performance. He added that HFT and Texas AFT decided that rating teachers solely based on students' test scores does not work especially based on value added as a metric. He also said that HFT previously took the district to federal court over the use of value-added metrics where a settlement agreement was reached which stated that there should be no value-added metrics used unless the data, formula and algorithms are out in the open and can be verified by a third party. He said they were not opposed to using student performance as a criterion to rate teacher effectiveness, but not as the only one.

Ms. Elneita Hutchins-Taylor clarified that the settlement agreement that was reached did not completely prohibit the use of value added, it was for the particular value-added model that HISD was using at the time.

Mr. Dewey said the agreement did state any value-added metric that is not verifiable by a third party.

Ms. Hutchins-Taylor stated she just wanted to be clear that it didn't outlaw or disqualify all value-added models.

Mr. Dewey concurred with Ms. Hutchins-Taylor's statement.

Mr. Grant-Skinner thanked Mr. Dewey for his feedback and support of the shift to T-TESS. He said he understood there was an interest from HFT to continue to provide input on other components of the evaluation system, specifically around student performance. He added that they are interested in continuing to hear input and were committed to a teacher evaluation system that does base ratings on multiple measures.

Ms. Gonzalez asked what the rationale was for keeping the Prescriptive Plan for Assistance (PPA), if moving to a new system that has no space for PPAs. She said it seemed as if they were trying to merge two systems instead of going to a new one.

Mr. Grant-Skinner said the language around PPAs was not a change they proposed in the board policy. He added that they are committed to having a process for addressing teachers who are not yet meeting performance expectations.

Ms. Gonzalez said the PPA process needs to be reevaluated since there would be a move to a new system and this component is kept that has one little piece in policy and has huge effects on teachers and how they are perceived by their appraisers.

Mr. Grant-Skinner thanked Ms. Gonzalez for the feedback and said the PPA language at the policy level does not dictate exactly how it is determined whether a PPA is appropriate. It creates the space in where there would be a prescriptive plan in cases where teachers are not yet meeting those performance expectations and it is intended to focus on areas of development, development activities and action steps. This is a shared plan designed to share with a teacher what concerns may be and to clearly outline what supports could be provided to help them improve.

Mr. Dewey stated that what they have learned from experience is PPAs do not work; there is no accountability on the part of the appraiser. Teachers are held responsible for student growth based on their plans, but the appraiser is not held accountable for the growth of the teacher based on their prescribed plan. He added that plans of assistance need to be effective, and T-TESS is supposed to be a whole growth model as an appraisal system.

Mr. Grant-Skinner said he appreciated the feedback and would consider how to find ways to improve how the PPAs show up in practice.

Ms. Gonzalez asked for clarification on whether there is a document that explains when to put a teacher on a PPA if the policy does not determine this.

Mr. Grant-Skinner said he would find out from other team members what guidance there may be around what was shared. He added that one update to the policy that they are excited about is the norming and calibration activities built into professional development to make sure that appraisers are approaching their work around T-TESS.

Ms. Anderson said that some administrators are not using PPAs to help the teacher become a better teacher and if there is a model in T-TESS to develop teachers, the PPA needed to go away.

Mr. Grant-Skinner said he heard their concerns about the way a PPA is implemented and said appropriate action would be taken in cases of misuse of this policy or practice. He added that cases of misuse could not drive the entire policy and it is an important component of an overall system to have a process when there is a concern to clearly communicate the concern and outline the types of activities that could help overcome it.

Mr. Santos said that it was made clear that the reason for moving forward with a new teacher evaluation system was to successfully apply for the teacher incentive allotment to attract and retain the best talent. He said he had concerns over the lexicon that is going to be utilized in the specific area of student performance and has brought this concern up in the meetings they have had with Dr. Bryanntt. He asked what the definition of student growth was and how would it be calculated; what the definition of predicted score was and how would it be calculated; who were the members of the Teacher Design Committee and how what safeguards would be implemented to ensure this is equitable. He also asked what formula would be utilized for student growth measures to determine predicted score especially when there's discussion of large quantities of bonuses. Mr. Santos referenced an analysis published by the Dallas Morning Newspaper.

Mr. Grant-Skinner said he appreciated the interest in collaboration and explained that this had not come through the teacher committee or the executive committee yet so there was continued opportunity for input and collaboration of what student performance would look like as a measure in the evaluation system. He added that there was no proposal to change the language in the policy around student performance and now there is opportunity to figure out how to best measure in a way that is not based on one sole data point and would equitably capture the contributions to student performance.

No further questions or discussion.

K-2	APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY EF(LOCAL), INSTRUCTIONAL RESOURCES—FIRST READING	ACADEMICS Dr. Shawn Bird Tho Mei
<p>Dr. Bird gave an overview of this item and explained that the updates are per the Texas Board of School Board's (TASB) recommendations and align with the current American Library Association. Updates include the change of the term "Instructional Materials" to "Instructional Resources" and information about the informal reconsideration and formal consideration.</p> <p>No questions or discussion. Item accepted as presented.</p>		
K-5	APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY EHB(L), SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS—FIRST READING	SCHOOL OFFICES Dr. Denise Watts
<p>Dr. Watts presented this item and explained that per TASB's recommendation the policy around Innovative and Magnet Programs was moved to another policy designation. The policy as written was not changed.</p> <p>No questions or discussion. Item accepted as presented.</p>		
K-6	APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY EMI(LOCAL), MISCELLANEOUS INSTRUCTIONAL POLICIES: STUDY OF RELIGION—FIRST READING	ACADEMICS Dr. Shawn Bird Tho Mei
<p>Dr. Bird presented this item and explained that this is a first reading and updates are per TASB's recommendations. The policy provides guidance on the use of religious texts in instruction, the display of religious symbols as teaching aids, the performance of religious music as part of a secular program of instruction, and religious elements in a student's work.</p> <p>No questions or discussion. Item accepted as presented.</p>		
K-7	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FFAA(LOCAL), WELLNESS AND HEALTH SERVICES: PHYSICAL EXAMINATIONS—FIRST READING	ACADEMICS Dr. Shawn Bird Tho Mei
<p>Dr. Bird presented this item and explained that this update is to allow marching band participants to have a preclearance physical just like it is done with student athletes.</p> <p>No questions or discussion. Item accepted as presented.</p>		
Items Requiring Consultation: BOE REGULAR AGENDA		
F-1	APPROVAL OF THE 2022–2023 ACADEMIC CALENDAR	ACADEMICS Dr. Shawn Bird Dr. Allison Matney

Dr. Bird presented this item and explained that there is currently a survey for feedback of two versions of the Academic calendar. He added that the feedback from the survey would be taken into consideration and one recommendation from administration would be presented to the Board.

Mr. Dewey asked if they could see that recommendation before it was submitted to the board.

Dr. Bird answered yes.

Mr. Santos asked if this would be presented at the District Advisory Committee, (DAC), meeting scheduled for that night.

Dr. Matney said the survey/feedback period would end on the next night so that is the reason it was not on the DAC's meeting agenda but once everything was finalized, the information would be sent to the DAC as it has been done in the past.

Mr. Dewey said normally the calendar is presented to the DAC and during consultation prior to the Board meeting and there is no other scheduled consultation prior to the board meeting so this is unusual. He added that the calendar is an extremely important thing to their members and consultation is where they look at wages, hours and working conditions so he would like to the opportunity to give more feedback on the calendar well in advance to the board meeting.

Mr. Bird acknowledged the request.

No further questions or discussion.

G-1	APPROVAL OF CERTIFIED APPRAISERS FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM FOR THE SCHOOL YEAR 2021–2022	TALENT Jeremy Grant-Skinner Jharrett Bryantt
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Mr. Grant-Skinner presented this item and stated that this is an annual item brought to the board according to DNA Regulation asking the board to approve those school-based individuals who have met the local appraiser recertification and certification requirements to appraise teachers for the current school year.

No questions or discussion. Item accepted as presented.

K-1	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY—SECOND READING	CHIEF OF STAFF Representative: Dr. Allison Matney
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Dr. Matney presented this item and stated that this item is to request the board approves revisions to policy AE(LOCAL), to update the board's constraints on the superintendent and the constraint progress measures as indicated, along with some minor changes in various parts of the policy. These changes include those requested by the board in December 2021.

Mr. Dewey said there were no questions at this time, but they would look more closely at this policy in the future.

No further questions or discussion.

HFT Items		
HFT 1	HISD School Choice Fair on February 12 at Northside HS: <ol style="list-style-type: none"> a. In light of Harris County's current threat level and double-digit positivity rate, what protocols will be implemented to ensure hundreds of families interact safely? b. How does this event align with the updated protocol in HISD's Ready Set Go Plan regarding in-person gatherings? 	DEPUTY SUPERINTENDENT Dr. Rick Cruz Justin Fuentes Michael Love

WRITTEN RESPONSE:

In alignment with the January 2022 update to Houston ISD’s Ready, Set, Go plan, the district’s School Choice fairs— previously scheduled to take place in-person— will take place virtually. To best accommodate family schedules, two virtual fairs will be held on Saturday, February 12, 2022, and Saturday, February 26, 2022, from 9 a.m. – 12 p.m. The Houston Independent School District remains committed to providing a safe environment for in-person learning and working while ensuring that parents have access to learning options for their children. Communication about this change will be initiated as soon as possible, and the Office of School Choice is available to assist families at SchoolChoice@HoustonISD.org / (713) 556-6734.

DISCUSSION:

Mr. Fuentes gave an overview of the written response and asked if there were any questions.

There were no questions or further discussion.

HFT 2	Nurses	ACADEMICS Dr. Shawn Bird Candice Castillo
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WRITTEN RESPONSES:

- a. Are any further Professional Development/HMS trainings still scheduled for face-to-face meetings?**

At this time, only new nurses onboarding and training are being conducted face-to-face. We will continue to monitor the COVID-19 trends for any additional in-person professional development opportunities.

- b. If so, how do these trainings align with the updated protocol in HISD’s Ready Set Go Plan regarding in-person gatherings?**

The new nurses onboarding is done with a small group in a space big enough to socially distance and following all established protocols.

- c. Fulgent testing: Nurses have been told in various meetings that the nurse would not be the point of contact (POC) for Fulgent testing. Nurses have a different role in the process. See Point of Contact Training Deck pg.9-11 which clearly shows that the POC and school nurse are 2 different people with different skill-specific abilities.**

That is correct, and that message has been shared with principals and campus leadership in various communication, including Academic Memo. When a nurse bring this to our attention, we address it with the principal. We want to ensure our nurses can be part of this process and have the space to do contact tracing resulting from testing, therefore they cannot be the point of contact the day of testing.

- d. HFT request’s role clarification/point of contact. According to the Fulgent Power Point of Contact Training Deck, pg. 11 the P.O.C. will “Take the specimen collection kits to teachers who have consented to testing. Teachers will self-swab and return the collection kit to you. You will then return the collection kits to the Fulgent testing staff. Transporting used testing swabs throughout a building is hazardous.**

The process was vetted by the Houston Health Department. Fulgent provides the protective tools including the bags where the samples are placed. We will take the feedback back to the Health Department and update if needed.

- e. To properly document their activities (per licensure requirements) nurses work after school, before school, take work home, and work Saturdays. Many are not receiving extra duty pay. Request: Copy of Memorandum from Superintendent informing campus principals of required extra duty pay for nurses.

In the event that Health & Medical services require extra duty from nurses, the rate is communicated beforehand, the department ask for volunteers, and nurses are compensated for their time. In addition, nurses supporting vaccination clinics are also paid for their extra duty service by Health & Medical Services. Any extra duty request being asked by the nurse immediate supervisor, the campus principal, needs to be covered by the campus principal in accordance to board policy.

DISCUSSION:

Ms. Castillo gave an overview of the written responses.

Ms. Hilty clarified that the question about extra duty pay was geared toward principals not paying their nurses for extra duty pay.

Dr. Watts said requested they provide specific schools if this was a school leadership issue, because it would be more effective to follow-up. She ensured that it would be handled maintaining confidentiality of the nurses.

Ms. Hilty said she would ask the nurses to submit their school’s name.

Mr. Dewey asked if extra duty pay applied to when nurses chose to work extra on their own to catch up on the work that was impossible to complete during the day or did it apply only if the principal asked them to work and approved the extra duty pay in advance.

Ms. Castillo said she would have to review what policy states.

Ms. Hilty said that it was to the nurses understanding that extra duty pay would have to be pre-approved by the campus principal and it would be paid by the campus budget. She added that principals were not approving extra duty pay when work couldn’t be completed in a timely matter and principals gave directives for nurses to go home at the end of the day, to not work on Saturdays and not to work after school, therefore, they were not going to pay them, but nurses are not getting their documentation done in a timely manner causing a conflict.

Ms. Anderson asked if the request for a memo from the superintendent was provided.

Ms. Castillo said she did not have a copy and was not aware if there was a memo.

Ms. Hilty and Ms. Anderson thanked Ms. Castillo for the information. Specific school names would be forthcoming.

No further questions or discussion.

HFT 3	Improve promotion for Teacher’s Assistants that have degrees <ul style="list-style-type: none"> a. What more needs to be done to get the program going? b. Proposal: Support HFT ACP Program 	TALENT Jeremy Grant-Skinner
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WRITTEN RESPONSE:

The district operates the Houston ISD ACP program, which has been in place for many years, has trained and certified hundreds of educators, and has been recognized by the state for its performance and for serving high numbers of candidates of color. Any Teaching Assistant who meets the criteria for ACP program acceptance is strongly encouraged to apply. Furthermore, currently as the district develops a stakeholder-informed, multi-year strategic plan, the Office of Talent is actively reviewing its teacher career pathways and exploring changes that would increase access and opportunities for staff, including Teaching Assistants, to advance into teaching positions. In particular, the district is exploring enhancements to its program so that there are more direct, and potentially lower-cost, pathways for Teaching Assistants with Bachelor's Degrees to access and transition to the Houston ISD ACP program. Additionally, the district plans to leverage TCLAS grant funds from the State to pilot Grow Your Own programming that specifically provides paraprofessionals with a pathway to enter the teaching profession.

DISCUSSION:

Mr. Grant-Skinner gave an overview of the written response and asked if there were any questions.

Mr. Thomas said the ACP program is appreciated and asked if this could be extended to include paraprofessionals transitioning into other roles they qualified for.

Mr. Grant-Skinner said he would review data on how often teaching assistants successfully transitioned into other roles.

Mr. Norris thanked Mr. Grant-Skinner.

No further questions or discussion.

HFT 4	HFT Request: OSS & ISS data for current year and previous three academic years a. By Region or By School Support Officer b. By School	ACADEMICS Dr. Shawn Bird Dr. Allison Matney
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WRITTEN RESPONSE:

See the attached Excel with the data requested. We included Trustee Region, campus name, campus number, and the number of ISS, OSS, and some totals. Current year is excluded because the data is not final or complete until the end of the year.

DISCUSSION:

Mr. Dewey said he would review the data that was provided.

No questions or further discussion.

HFT 5	HFT Proposal: Retention policy for 1st and 2nd year teachers. First or second-year teachers should not be terminated based on instructional practices until a three-year investment in instructional coaching occurs.	TALENT Jeremy Grant-Skinner ACADEMICS Dr. Shawn Bird
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WRITTEN RESPONSES (TALENT):

The retention rates for teachers overall and for early-career teachers will be key metrics through which the Office of Talent measures the success of talent-focused initiatives that will be a part of the district's strategic plan. For example, we will use information on early-career retention rates for teachers who trained with each teacher preparation partner (colleges and universities, alternative programs, and our own Houston ISD ACP program) to guide future decisions about partnerships. We are also planning for professional development for new teachers to learn about the district's instructional vision and T-TESS instructional framework to help them succeed as they begin what will hopefully be a long career with HISD. We recognize that no teacher arrives on their first day in such an important career with a fully developed set of knowledge and skills; the first years of a teacher's career are often and should be years of significant development. We do not expect first-year teachers to be proficient from the start and provide supports for them to improve. Still, we do in some small number of cases have to separate with teachers who are not demonstrating minimally acceptable levels of performance and/or are not demonstrating a trajectory of growth that is needed.

WRITTEN RESPONSES (ACADEMICS):

- a. **ALL new teachers should receive a campus teacher mentor and time off to observe other teachers on different campuses that teach the same content.**

I believe this is certainly a best practice for teachers to have a campus teacher mentor and allowing observations on the same campus could be arranged. Visiting different campuses would be a campus level decision.

- b. **Modeling from mentors and administrators of proper instructional practices should be required and tracked (not read a book or watch video excerpts).**

There should be modeling from instructional coaches, mentors, peers and administrators in order to help teachers improve instructional practices. We will continue to look at supports provided through the strategic planning process.

DISCUSSION:

Mr. Grant-Skinner and Dr. Bird gave overviews of the written responses.

Mr. Dewey said the culture needed to change especially for new teachers so that they would be given an opportunity to develop and be nurtured by a good mentor and a good administrator instead of being put on a PPA in October and having their file reviewed in February.

Ms. Anderson said the mindset had to change from separating teachers to saving them.

Mr. Santos said he concurred with the statement of not all teachers were built the same and as Mr. Dewey mentioned not all mentors were built the same. He said he hoped to continue to collaborate especially with the HISD ACP program to bring up concerns so that the program could improve and so they could retain those first-year teachers and promote a positive culture.

Mr. Grant-Skinner thanked them for their feedback.

No further questions or discussion.

<p>HFT 6</p>	<p>HFT Budget Proposal and Presentation: Increase compensation for teacher and support staff</p> <ul style="list-style-type: none"> a. At least \$5,000 permanent pay raises for staff on the teacher pay scale that moves HISD to higher than mid-point among Houston-area districts. b. Raise sub-pay and hourly employees pay. <ul style="list-style-type: none"> i. Long-term, degreed subs move to \$18 ii. Sub and hourly pay (everyone on the hourly pay scale) moved to \$16 or \$2 per hour increase. iii. Step Pay scale for hourly employees c. Financial support for paras working on teacher certification, additional support for HFT ACP program. d. HFT Request: Copy of HISD Compensation Study e. HFT Request: Compensation sub-committee meeting date prior to the first budget workshop. 	<p>TALENT Jeremy Grant-Skinner</p>
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WRITTEN RESPONSE:

As Superintendent House shared at the Regular Board Meeting two weeks ago, our strategic priority of cultivating world-class talent at all levels requires us to address compensation. We have supplemented our internal compensation analysis with information from a compensation study, which validated that HISD has not kept up with the market in recent years. We will take steps to make our compensation more competitive across all employees. This is essential if we are going to improve our ability to recruit and retain talent. In the weeks and months ahead, we will be finalizing a multi-year proposal for increases to base salaries of employees in all groups. We share an interest with HFT in elevating the salaries on the teacher pay scales to higher than the mid-point among Houston-area districts in the years ahead and are using this interest to inform the final compensation plan for the next several years. We also recognize that some employee groups received significant increases in recent years and, while those employee groups should see future opportunities for more wage/salary increases as well, they are unlikely to be increased by the same level as other employee groups who did not receive those same increases in recent years. The HISD compensation study includes confidential personnel data; therefore, we cannot provide the study itself. As we discuss future compensation plans more in the weeks and months ahead, we will highlight findings from the internal and external reviews of current compensation generally and in relation to other Houston-area districts. We can discuss the request for a meeting prior to the first budget workshop date if you provide more information about this request.

The district is exploring opportunities to enhance its Houston ISD Alternative Certification Program so that it serves a greater number of participants, and that it directly focuses on outreach to current paraprofessionals that are eligible to enroll in the Houston ISD ACP and transition to a teaching position. Additionally, the district plans to leverage TCLAS funding to pilot grow your own teacher pipeline programs for paraprofessionals and potentially expand to serve a greater number of staff.

DISCUSSION:

Mr. Grant-Skinner gave an overview of the written response and asked if there were any other questions.

Mr. Thomas asked about getting paraprofessionals support staff on some sort of pay step because they continue to work for minimum pay after many years of employment never reaching midpoint or maximum.

Mr. Grant-Skinner said it would be a bit premature to make exact commitments, but they are working on a plan to make sure that people in those paraprofessional roles and other like roles would have the opportunity to see an increase knowing that in many cases they have not seen an in increase in multiple years.

Mr. Thomas reiterated the need for an increase for the pay step that also includes hourly positions.

Ms. Anderson shared that she had a conversation with the superintendent and looked forward to seeing some raises for employees.

Mr. Grant-Skinner asked for clarification on the requested compensation sub-committee question.

Mr. Dewey said in the past, they had special consultation meetings with people involved in developing the compensation plan and the Chief Financial Officer to get detailed answers to questions they had.

Mr. Grant-Skinner said he would take that request back to the team.

No further questions or discussion.

HFT 7	1. HFT Proposal: All certified staff, including principals and assistant principals, should be willing to cover classes. a. We would like the Superintendent to issue an academic memo directing all principals to schedule a rotation of all personnel holding a teaching certificate who don't have teaching duties to act as substitute teachers when needed.	TALENT Jeremy Grant-Skinner
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WRITTEN RESPONSE:

The district implements a variety of strategies to address chronic teacher shortages, one of which includes assigning district-office and campus-based administrative staff to cover classrooms. The district office and campuses engage in ongoing discussions to implement tactics and strategies that best address the individual context of campuses.

DISCUSSION:

Mr. Grant-Skinner gave an overview of the written response and added that the challenges of coverage that the schools experience is recognized especially during some peak periods that happened at the beginning of January related to COVID. He said it was important to understand this is where it is coming from and there was no interest in making specific instruction to principals to say exactly how they need to engage to cover classes. He said the Office of Talent would continue to work closely with the Schools Office and the Academic Office partners to help the campuses problem solve in those cases where they have significant numbers of absences.

Mr. Dewey said there are principals and assistant principals who are certified teachers, so no classes should be divided if the APs and Principals are available to teach.

Ms. Anderson said there were two reports of one school having 4-5 classes in the auditorium and one school having 3 classes in the auditorium where Teacher Assistants (TAs) were supervising.

Mr. Norris added that these TAs are not getting any extra compensation for covering these classes.

Mr. Grant-Skinner said he would connect with Dr. Watts to discuss this and added that as Dr. Watts mentioned before, she would like to learn of special cases like the ones mentioned to make the appropriate intervention.

No further questions or discussion.

HFT 8	HFT Proposal: Limit redundant PLC meetings, content meetings and data review meetings. There should be no PD training during staff meetings so teachers can manage their day and focus on students.	ACADEMICS Dr. Shawn Bird
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WRITTEN RESPONSE: Will seek clarification at the meeting.

DISCUSSION:

Ms. Gonzalez said they needed to discuss whether teachers would start getting paid for staff meetings they are having to often attend. She said professional development could be done at a different time.

Dr. Bird said he would follow up with something in writing by the middle of next week.

No further questions or discussion.

HFT 9	HFT Proposal on Covid Policy: a. Temporary Online Learning - Expand from five days to ten.	ACADEMICS Dr. Shawn Bird
<p>WRITTEN RESPONSE:</p> <p>We strongly believe in the best learning environment for our students in person and in the classroom. The Temporary Online Learning (TOL) program was designed to provide students with some instructional continuity whenever a student needs to quarantine or isolate due to COVID-19. The number of days a student is enrolled in TOL is determined by the district's quarantine and isolation guidelines as outlined on Ready, Set, Go plan.</p> <p>DISCUSSION:</p> <p>Dr. Bird and Ms. Castillo gave an overview of the written response.</p> <p>Ms. Hilty said the TOL system was automatically dropping the student after five days per her TOL coordinator. The parent then had to reenroll the student and that took another day before the program started again. She asked if there was an easier way for those students to get approval to continue so there's no interruption in their online learning.</p> <p>Dr. Bird said he agreed and would work with the IT Department to adjust this in the system.</p> <p>No further questions or discussion.</p>		
HFT 10	HFT Request: Next date for SPED Consultation Meeting	ACADEMICS Dr. Shawn Bird Khechara Bradford
<p>WRITTEN RESPONSE:</p> <p>I spoke with the team and since there is not a policy for special education consultation, we will plan them for every other month moving forward... with the next being hosted in February. We'll share the schedule and begin planning. The instructional consultation can be used for special education questions on the off months.</p> <p>DISCUSSION:</p> <p>Dr. Bradford gave an overview of the written response.</p> <p>Mr. Dewey thanked Dr. Bradford for the information, and he said he would review the schedule. He added that this is a special concern for the Special Education teachers and assistants whose issues are often not given enough time to discuss at the regular consultation meeting.</p> <p>No further questions or discussion.</p>		
HFT 11	<p>Changes to policy EB (Local)</p> <p>On January 13, 2022, the HISD School Board revised EB (Local) with the changes effective the next day. These changes can potentially change the days and hours that employees work. Why was this proposed policy change not first brought to consultation for employee input?</p>	TALENT Jeremy Grant-Skinner

WRITTEN RESPONSE:

EB(LOCAL) was included and discussed during the December consultation meeting.

DISCUSSION:

Mr. Dewey agreed that EB (LOCAL) was discussed during the December consultation meeting. He said there were concerns over some things that were crossed out from the previous policy. He asked what the future role of the calendar committee would be, would it continue or would the superintendent make all the decisions.

Dr. Matney said the trustees had the same questions and the answer was that there is still a legal policy that requires the instructional calendar be approved by the trustees. She explained that the change was recommended by TASB and it was the ability for the superintendent to be nimble in an emergency situation and the language states public health emergencies.

No further questions or discussion.

Mr. Grant-Skinner thanked everyone for their input, discussion and engagement and he said he looked forward to meeting again on February 24th. He confirmed he would be the facilitator at future Instructional Consultation Meetings.

Meeting adjourned at 3:49pm.

Next Meeting: February 24, 2022

Recorder: Blanca Saldana, Sr. Ex. Administrative Assistant

Angelic Borunda, Sr. Ex. Administrative Assistant