ITEM A.2
What is the projected unassigned fund balance at the close of this fiscal year on June 30, 2019? How many months of general fund operating expenditures will this represent?

The estimate of fund balance is from the mid-year budget amendment which reflects an estimate of fund balance from a budgetary perspective. That amount is $390,722,295, and represents 2.2 months based on current projected 2019-20 General Fund budgeted expenditures. Once a compensation package has been incorporated into the recommended 2019-20 budget, the number of months that fund balance represents at 6/30/2019 will drop.

ITEM D.1
Can the spacing between trustee names at the top of the page of page 2 be fixed please?

The spacing issue will be reformatted by the printing department prior to printing. The document accompanying the agenda item is a Word document. An example of the printed version of the 2018-2019 Code of Student Conduct can be found here: 2018-19 Code.

On page 55 of the handbook, it states “Please note that a request for a special education evaluation may be made verbally and does not need to be in writing... However, a verbal request does not require the district or charter to respond within the 15-school-day-timeline.” What is the process HISD follows when responding to a verbal request? Do we respond within the 15-school-day-timeline? If HISD decides to evaluate, is it done within the 45-school-day-timeline?

The language is taken verbatim from the Student Handbook Statement provided by TEA as part of TEA’s corrective action plan to address OSEP findings in Texas. The statement can be found at the following website:

https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/Student_Handbook_Statement_English/.

When a verbal request is received for an evaluation, HISD's practice is to respond within the 15-school-day timeline. The Intervention Assistance Team (IAT) chairperson at the campus level documents the request for evaluation in the Easy IEP system. Immediately, the evaluators are notified and informed consent is obtained if necessary. The evaluation is completed within the 45-school-day timeline.
ITEM D.2

Why did the number of discretionary expulsions increase this year?

When we were outsourcing the Secondary DAEP contract to Camelot, they were not permitted to expel students from their program unless the student committed an actual Level 5 Mandatory Expellable offense. In order to ensure the safety of staff and students, we have allowed the DAEP to discretionarily expel students who are deemed to be a continued safety risk on the campus even after they are provided with support and interventions. TEC Chapter 37 allows for this discretionary disciplinary action under PEIMS Code 59. TEC 37: (c) A student may be expelled if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior while on the program campus despite documented behavioral interventions. For purposes of this subsection, "serious misbehavior" means: deliberate violent behavior that poses a direct threat to the health or safety of others.

Are HISD students making satisfactory academic progress at JJAEP?

The JJAEP continues to provide coursework offered by the home campus and allows every opportunity for students to be successful, through promotion and credit completion. Parents are provided progress reports and grading-cycle report cards following a similar schedule as HISD.

What are we doing to minimize the numbers of expulsions?

We continue to offer opportunities through the Social and Emotional Learning Department for training in positive behavioral interventions and supports, restorative justice practices, culturally responsive teaching, de-escalation, an understanding of Texas Education Code Chapter 37 – Student Discipline, and on the HISD Code of Student Conduct. The District continues to impact discipline practices with the goal of minimizing exclusionary consequences.

ITEM F.1

How many students attempt certification or licensure each year?

In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

How many student attain certification and/or licensure each year?

In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.
ITEM F.1 (CONTINUED)
What is the range of costs for these certifications and licensures?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

ITEM I.5
How do the lead principal stipends (both Achieve 180 and non-Achieve 180) benefit students identified as economically disadvantaged?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

How does the district ensure that Title IIA funds allocated to campuses are used to support LEP students?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

ITEM I.6
Have there been any unwanted consequences of not carrying forward unspent campus funds? Have principals indicated any challenges or impact from this practice?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

ITEM K.1
Has the district registrar completed a draft of the guidelines for reviewing in exceptional circumstances?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

ITEM L.2
What was the intended impact in terms of student outcomes of increasing small school subsidy for the 2018-2019 school year and has the desired impact been achieved?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.
ITEM L.2 (CONTINUED)

Does HB3 require that any of the weights in the Resource Allocation Handbook be changed?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

What would it cost to reverse the 2018-2019 cut of $197 to the PUA?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

ITEM L.3

Senate Bill 3, passed unanimously in March 2019, gave teachers and librarians a $5,000 pay raise. The “Report from the Superintendent” for this item states that at minimum, September 2019 revisions to the compensation manual will reflect the mandates of Senate Bill 3. Does this mean that September 2019 revisions will include a $5,000 pay raise for teachers and librarians?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.

How does HISD’s comparatively lower teacher salaries to area districts affect teacher recruitment and retention?
   In order to fully and accurately answer this question, more time is required so this question will be converted into a board referral.
ITEM L.3 (CONTINUED)
How does HISD’s the comparatively lower teacher salaries to area districts affect teacher recruitment and retention?

Included for your review below is a summary of exit interview data for teachers for the years 2015-2019.

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<th>Answer Options</th>
<th>Large Extent</th>
<th>Certain Extent</th>
<th>Neutral</th>
<th>Limited Extent</th>
<th>Not at All</th>
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<td>School leadership</td>
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<td>17%</td>
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<td>6%</td>
<td>35%</td>
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<tr>
<td>Compensation</td>
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<td>Career advancement</td>
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<td>7%</td>
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<tr>
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<td>Workload</td>
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<td>38%</td>
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<tr>
<td>Recognition and respect</td>
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<td>17%</td>
<td>15%</td>
<td>6%</td>
<td>38%</td>
</tr>
<tr>
<td>Amount of teacher influence in decision making</td>
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<td>16%</td>
<td>22%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>Appraisal system</td>
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<td>13%</td>
<td>20%</td>
<td>6%</td>
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