REOPENING OF SCHOOL ITEMS

How is the Communicable Disease Plan taking into account and addressing aerosol transmission of COVID-19?

As per CDC guidelines and guidance from health and medical agencies, to assess such instances, more studies are needed to investigate aerosol transmission instances and the significance for transmission of COVID-19. However, what we do know is a couple of the top things we can do to mitigate the transmission of the virus is to wear a mask, which is a Communicable Disease Plan requirement for all staff and students, and to wash their hands thoroughly on a frequent basis. The procedure of washing your hands is covered in several areas, but the Facilities Management section that addresses this is in the “Adhere to public health hygiene recommendations” section located page 45, section 1a through 1f. Both of these actions will play a big role in protecting students and staff.

In addition to minimize the spread of COVID-19 and to address all reported outbreaks, the campuses, especially frequently touched surfaces, will be cleaned throughout the day. The campuses will be cleaned daily with hospital-grade disinfectant and campuses will be sanitized after receiving confirmation of all presumed-positive cases.

Will transportation be provided to community centers and churches that we are partnering with for student support?

Transportation will not be provided from 9/8/20 – 10/16/20 while the district is operating in a virtual setting. Once face-to-face learning begins on 10/19/20, transportation will resume.

Will transportation be provided to learning centers (I’m not sure what they are called, but schools that will be open for online access for students)?

Transportation will not be provided from 9/8/20 – 10/16/20 while the district is operating in a virtual setting. Once face-to-face learning begins on 10/19/20, transportation will resume.

Is the list of members on the Communicable Disease Task Force and the Instructional Continuity Plan Committee public? If so, where can it be found? If not, why?

The membership list for the Communicable Disease Task Force and the Instructional Continuity Plan Committee will be posted on the HISD Return site effective August 5, 2020.
REOPENING OF SCHOOL ITEMS (CONTINUED)

If available, can you please provide a breakdown of the numbers of devices and hotspots being allocated to campuses

We’ve distributed 76,362 devices. We plan to distribute 22,750 by September 2020. We have distributed 6,628 hotspots and plan to distribute an additional 19,151 hotspots by September 2020.

How many HISD employees have contracted COVID-19 so far, as far as we know?

233 HISD employees have contracted COVID-19 thus far that have been reported.

Will there be randomized testing of teachers and/or students, to catch any COVID-19 outbreaks that might occur before symptoms become apparent? No.

What turnaround time do we expect for employees seeking COVID-19 tests?

The turnaround time for COVID-19 results is based on the provider that administers the test.

Will parents and employees at a school be notified if a student or employee is sent home after displaying fever or other possible COVID-19 symptoms?

Yes, HISD has a standard protocol and procedure for notifications of appropriate individuals for presumed COVID-positive cases. Guidance is outlined in the CDP document.

Will HISD employees and students be required to remain masked when teaching or otherwise speaking in a room with other people?

Yes, all individuals are required to wear masks during various actions while at HISD facilities in areas with other people.

Will choir classes be held? Band and other music classes with wind or brass instruments? How will the risks of aerosol transmission be addressed if so?

Performing and fine art classes, including choir and band, will be held with guidance provided by the HISD Fine Arts department (dance, theater, music, and visual arts), in accordance with public health and education guidelines upon return to campus. The following guidance addresses music/secondary choir and instrumental classes:
REOPENING OF SCHOOL ITEMS (CONTINUED)

Will choir classes be held? Band and other music classes with wind or brass instruments? How will the risks of aerosol transmission be addressed if so? (CONTINUED)

PROCEDURE: LIMIT CLASS SIZE TO ENSURE PHYSICAL DISTANCING
1. Adjust number of students in the classroom based on available square footage as required by public health guidelines and/or move classes to larger spaces, such as the cafeteria or outdoors, when appropriate.
2. Maintain physical distancing during instruction.
3. Wear mask at all times in choir classes.

PROCEDURE: PROHIBIT MATERIAL AND EQUIPMENT SHARING
1. Prohibit under all circumstances the sharing of all materials, equipment, and instruments, including mouthpieces, necks and bits, drumsticks, mallets, reeds, neck-straps, seat straps, bocals, bows, rosin, shoulder rests, etc.
2. Require each student to have their own items needed for class.
3. Require non-wind instrumentalists such as percussionists and string players to wear a face mask.

Can a family that initially signs a student up for in-person learning decide to switch to virtual learning in the middle of a 6 weeks if they have a good reason. For instance, if the student struggles with remaining masked at school, or if their living situation changes so that they live with someone at high risk.

Yes, the parent would still be able to communicate the need for student to switch from in person learning to virtual learning prior to the end of the second 6 weeks to the campus principal and the school would make the accommodation.

Will there be one-on-one training for parents (in addition to webinar) for parents that need to be walked through the platforms?
There will be one-on-one support available for parents through the Academic Instructional Technology booking site. Through the booking site, parents will be able to schedule a one-on-one session with a member of the Academic Instructional Technology team and meet with them via Microsoft Teams.

Link to booking page: https://outlook.office365.com/owa/calendar/InstructionalTechnologySupport@houstonisd.onmicrosoft.com/bookings/
REOPENING OF SCHOOL ITEMS (CONTINUED)

Also, parent webinars will be available at the beginning of the year to assist parents in this process. Dates are currently being finalized for the parent webinars. We will list them in the parent course.

Even though we have suspended monitoring our board goals, what will be in place to ensure that students will reach those goals (even if STAAR is suspended this year, we still have our district data). Please give evidence/examples.

We will continue to monitor data sets from assessments administered in accordance with the district’s local assessment calendar. Examples of those assessments include the following:

Academic Progress Monitoring Exams

1. Ren360 – Universal Screener for Reading and Math (Grade 1st – 8th, HS EOC Students)
2. MClass – Universal Screener for Kindergarten

How will we support young children and students with disabilities and other students who might struggle to adhere to masking, social distancing, and hygiene guidelines? How will we handle situations when students do not follow guidelines?

The Office of Special Education Services is adhering to all district guidelines pertaining to student safety. We acknowledge that the classroom set-up is of utmost importance when it comes to safety. Teacher assistants will play a critical role in assisting teachers in the supervision of students to ensure safety in all environments on the campus. Usually, students with disabilities in the PALS classrooms and other self-contained classroom sit at group tables. Having individual desks will be set up for each student in order to maintain a hygienic environment and to allow for appropriate social distancing while in the classroom. Just like in the general education classes, there will be clearly marked directional arrows for students to follow while moving around the classroom and the campus. Teaching of new routines to students will be fundamental and continually reinforced as students move back to brick and mortar.

Masks and gloves for the self-contained classrooms will be provided to students each day and several times a day if needed. Since not wearing masks might constitute a behavior concern, behavioral interventions will address this area of concern. This might also mean the development of a behavior intervention plan (BIP) to assist with strategies to replace the behavior. The teacher and the teacher assistant will be trained on the proper intervention to support students needing an updated BIP plan. Parents will also be trained to provide consistent support for the student outside of school.
ITEM A.2

Can you please give examples of where A180 has demonstrated a positive impact on our district's student outcome goals and what has been particularly successful?

The improvements being made by the Achieve 180 Program from 2016–2017 (baseline year) to 2018–2019 (Year 2) relative to student outcome goals are apparent in areas such as reductions in the total percentages of students who needed intervention and increases in the percentage of students who tested At/Above Benchmark from BOY to EOY on the Universal Screener, increases in the percentage of students who took a coherent sequence of CTE courses, increases in the number of students tested on Advanced Placement (AP) exams, increases in the number of AP exams taken and in the percentage of AP exams on which students scored three or higher, reductions in in-school suspensions, out-of-school suspensions in Tier 3 and Tier 1A, and increases in the percentage of Class of 2018 four-year graduates receiving Recommended or Higher diploma types and in the percentage of Class of 2018 four-year college enrollees.

The performance gaps between non-Achieve 180 and Achieve 180 Program campuses in mean scaled scores were reduced in each Domain, from 2018 to 2019, with the largest gap in Domain 3-Closing Gaps being reduced by five percentage points (from 19 to 14 percentage points). The gaps in the other two domains were reduced by three percentage points, from 2018 to 2019, including Domain 1-Student Achievement (from 18 to 15 percentage points) and Domain 2-School Progress (from 13 to 10 percentage points). In Overall scores and the scores in each Domain, the percentage of Achieve 180 Program schools with scale scores of less than 60 percent (which produce F ratings) decreased from 10 to 29 percentage points, from 2018 to 2019, which reduced the performance gap between students in non-Achieve 180 and Achieve 180 Program schools in each category.

Conversely, what things have not had the desired impact on our student outcome goals and how is the administration addressing those areas?

Achieve 180 Program chronic absence rates have remained higher than non-Achieve 180 chronic absence rates, overall, and for every student group, except White students, from 2016–2017 to 2018–2019. This difference continues to be of great concern, even though a smaller performance gap between the chronic absence rates for the non-Achieve 180 and the Achieve 180 Program students was found in 2018–2019 (7.0 percentage-point gap) than in the two previous years (7.6 percentage-point gap in 2016–2017 and 8.1 percentage-point gap in 2017–2018). Attendance in an academic program is essential to student success and progress toward district goals.
ITEM A.2 (CONTINUED)

Finally, while I recognize the COVID health crisis has impacted every area of our district's work, on the things that have proven success in the A180 program, what plans are being considered to scale the supports to other students of similar needs on other campuses that may not be designated as A180?

**Pillar I, Leadership Excellence:** The District is committed to increasing overall leader effectiveness by prioritizing leadership development via coaching, professional learning, and centralized district supports. During the 2020-2021 academic year, professional learning opportunities will expand to non-Achieve 180 campus leaders to offering sessions that enhance coaching capacity in the wide range of topics including:

- Data Analysis
- Social and Emotional learning
- Intervention
- Preparing for Face to Face Instruction

**Pillar II, Teacher Excellence:** Based on the district’s goal of increasing teacher effectiveness, the Achieve 180 office offered targeted Wednesday Professional Development Learning Series (WPDSL) which was influential in the development of teachers and campus staff. The training series will be offered to non-Achieve 180 campuses for the 2020-2021 school year. The Achieve 180 office team has created a committee consisting of campus leaders and the various HISD Departments including Academics (Elementary and Secondary English Language Arts, Math, Science, Multilingual), Data and Assessment, Office of Special Populations (SPED, IAT, GT, Dyslexia Services) and Social and Emotional Learning, that will focus on developing learning opportunities for teachers. The sessions will include 38 schools from each area office that are not Achieve 180 schools. Areas offices will be able to invite additional schools and/or teachers to WPDSL based on the areas of need for their campuses. Below is a list of the driving components of the training modules:

- Disciplinary literacy
- First instruction/best practices for lesson delivery to student mastery
- Technology integration
- Supporting special education, English language learners and tier three students
- Intervention for all students
- Social and emotional learning for all students
- Data driven instruction.
ITEM A.2 (CONTINUED)

Finally, while I recognize the COVID health crisis has impacted every area of our district’s work, on the things that have proven success in the A180 program, what plans are being considered to scale the supports to other students of similar needs on other campuses that may not be designated as A180? (CONTINUED)

Pillar IV, School Design: The district is committed to increasing best practices that impact student achievement. Therefore, Imagine Language/Literacy will be a district wide initiative for all students based on the feedback from school leaders and the impact it has had on students in Achieve 180 and the schools in the alike cohort. The district continues to expand the services of wrap around specialists to support students in need as well as the student support data specialists to provide instructional support to schools.

ITEM A.3

Please explain the reasoning for the proposed changes to the emergency constraints.

There will be no proposed changes to the emergency constraints as of August 3, 2020.

ITEM E.1

Is Westbury opting into this program? Are there any other HISD schools that have this? How are schools selected?

Westbury High School has been working with Harris County Community Services, Community Youth Program for over 20 years. The social worker provides a variety of resources to the school that are linked to Harris County Service System. Westbury would like to continue the program.

As of today, Westbury is the only school in the district participating in the program. Schools may reach out Harris County Community Services, Community Youth Program Division to complete an application and request services if they would like to participate in the program.

ITEM E.2

Is Madison the only school that has AdviseTX? How are schools selected?

The University of Texas requested to work with Madison High School over the last three years. The goal of the program was to continue to provide support and opportunities to the students of the Hiram Clarke area. The University of Texas will not be able to continue the program at Madison High School. Because of budgetary reasons, The University of Texas will not be able to continue the program at Madison High School.
ITEM E.3

Will schools be open to the public on Election Day? If so, what precautions will be taken to prevent the spread of COVID-19?

Based on the current Academic School Calendar, students are scheduled for in-person and on-campus instruction for the Tuesday, November 3rd, 2020 General Election. Per state law, Texas public school districts are required to make campuses available for use as polling locations during elections. Based on current health conditions, the superintendent is working with legal to determine if the district would generate ADA if November 3rd is designated as a remote learning day for all campuses.

ITEM F.1

Is the Office of School Choice helping individual families find options within HISD and helping them navigate the system?

Yes. The Office of School Choice staff is working with parents virtually to complete K-12 applications online and over the phone, while assigning a Footprints tracking ticket to the Campus Transfer Analyst or Magnet Coordinator at the desired school for follow-up. Of note, the staff utilizes the Space Available list on the School Choice website (ChooseHISD.com) to provide families with current options for transfer, in addition to their zoned campus. Communications are returned in a 24-48-hour period and all families who failed to finalize an application have also been contacted to determine if enrollment in HISD was still desired.

ITEM F.2

If approved, by when do the names for committee member appointments need to be submitted?

The name of the committee members needs to be submitted by August 21, 2020

ITEM F.3

How will we ensure that students participating in this program still master the TEKS for the courses in which they are enrolled?

All students participating in the program continue to follow the HISD scope and sequence. In addition, teachers administer biweekly assessments that encompass the TEKS taught. Based on how students score, teachers remediate objectives students did not master. They may spiral these TEKS in warm-ups, quizzes or other means of assessment.

AUGUST 2020
ITEM F.3 (CONTINUED)

How does participation in this program affect funding for students?

The OFSDP program provides an alternative method of attendance accounting. A student must receive a minimum of 45 minutes of instruction on any given day to accrue eligible OFSDP minutes for the day. For each four hours or 240 minutes of eligible instruction a student receives, the student earns one eligible day present. Eligible days present are then converted to ADA for funding purposes.

How many students do you envision participating in this? How will this be monitored?

HISD has provided the Optional Flexible School Day Program (OFSDP) option since 2003. We expect 250 students to participate during the 2020-2021 school year. Students who enter the Optional Flexible School Day program are coded in the SIS with specific codes, and reports can be run to identify and monitor progress for these students.

ITEM F.4

How many expelled HISD students were enrolled in the JJAEP over the past 5 years?

In the past five years, HISD has averaged about 30 to 35 approved expulsions per year. During peak enrollment periods, HISD averages about 15 active JJAEP students.

What strategies and with what success are we using to decrease the number of students we expel from HISD?

The district is committed to reducing the number of expulsions by providing adequate supports to students and their families. Unless safety or other student concerns dictate otherwise, the intent of HISD is to keep students on their regular campus as much as possible and to reduce the occurrence of the targeted misbehavior through supportive means. Wraparound services is one of the primary means through which this is accomplished. In addition, the Social-Emotional Learning department continues to train HISD campuses in restorative practices and Positive Behavioral Intervention Supports. These strategies will be evaluated to gauge their effectiveness in positively shaping student behaviors and outcomes.

Are 40 seats necessary?

HISD has managed to receive reimbursement every single year. It is possible to reduce the number; however, since the money comes back to the District minus a minimal administrative cost, the District has always chosen to keep the cushion.
ITEM F.4 (CONTINUED)

What is our current referral from HISD to JJAEP?
In 2019-2020, the district received 51 requests for expulsions, of these, 26 were approved for placement.

What percentage of those are discretionary and what percentage are necessary for what HISD is referring kids for?
Of the 26, 69% were state mandatory expulsions and 31% were discretionary.

What are the ways that our district is trying to decrease this number?
Every year the District provides professional development opportunities for Campus Behavior Coordinators and other campus level administrators who manage student discipline. The professional development includes an understanding of disciplinary consequences, campus level disciplinary systems, social and emotional learning, student due process procedures, an overview of Texas Education Code Chapter 37, and an overview of the HISD Code of Student Conduct. In addition, the Office of Student Discipline thoroughly reviews each referral to ensure that all due process procedures have been followed and that the offense warrants an expulsion and is permissible according to TEC Chapter 37.

What is the plan to make sure this contract isn’t fully spent or gone over?
In the past 20+ years of this contract, HISD has never gone over the allocated number. The “cushion” ensures that we remain within the budgeted amount and a data base is kept of all referrals.

ITEM F.5

Is this a renewal of this program for these schools? How are schools selected? Are the juvenile case managers social workers? Is this for students who have been to JAEP? Or is this to prevent students from being sent there?
Yes, this is a renewal, HISD has partnered with this program since 2015. Schools were selected for this program based off their data as it pertains to chronic absenteeism. The Juvenile Case Managers are not social workers, their primary task is to reduce juvenile referrals into the justice system through effective, preventative case management, and utilization of intervention procedure for campuses. The program is for 8th and 9th graders at the selected campuses, some students may have been referred to JAEP, however the intent of this program is preventative.
ITEM F.5 (CONTINUED)

How is this holistically supporting kids? Are we creating a budget that is incentivizing this kind of system? Should we be investing in more wrap-around specialists or social workers for these campuses? What else are we spending money on at these campuses as interventions before we are spending money on this? How many of the students managed in this program were arrested and charged by us (HISD) vs HPD?

Each Case Manager has a caseload of 25 students for 30 to 60 days. During this time if Chronic Absenteeism continues, the municipal court puts the truancy proceeding on hold while the case manager works with the identified student/family to provide the best referral for services, whether that be to Wraparound, Counselor, the School Nurse etc. The district to continue to invest in other forms of intervention including Wraparound Services and Student Assistance department which specializes in addressing truancy, and interventions provided by the Social-Emotional department; this partnership between the City and HISD has been in existence for over 10 years and comes at no cost to the district. Schools selected for this program are funded by a grant which lasts for two years. As compulsory school attendance is mandated by state law, this program seeks to provide an additional support in hopes of reducing the number of students being referred for truant conduct.

ITEM H.1

What does modular mean in this context? Are these temporary buildings?

Yes, modular in the H.1 item is for temporary buildings.

ITEM I.1

16-10-25 Instruction software - Do we have data around the usage of each of these platforms? Do we have data around the effectiveness of these platforms? Do we know that they are helping students achieve the goals we have set for them? Please provide evidence.

HISD is a decentralized district which allows campuses and departments to procure services from approved vendors that closely align with determined outcomes. District-wide projects will provide several vendors that can offer services aligned to the solicitation criteria to meet the diverse and vast needs of our large district. All vendors on the district-wide project are vendors that completed the solicitation process and were reviewed and approved. Department and school leadership have the choice in selection of an approved vendor that provides the services and/or products aligned to their unique outcomes and/or instructional needs. Usage and performance effectiveness would be captured by each department or campus procuring services during implementation to guide continuation or modification of service.
ITEM I.1 (CONTINUED)

16-10-25 Instruction software - Do we have data around the usage of each of these platforms? Do we have data around the effectiveness of these platforms? Do we know that they are helping students achieve the goals we have set for them? Please provide evidence.

(CONTINUED)

All approved vendors in district-wide projects are not formally evaluated in a report. However, the Research and Accountability department does, within their capacity, evaluate designated district-wide software implementation for programs or initiatives.

16-10-48 Teacher and Staff Development - Are these virtual or in-person trainings? Do teachers select the trainings? Do we have data around the usage? Do we have data around the effectiveness? Do we know if these trainings are helping teachers help students reach our goals? Please provide evidence.

All vendors on the project are approved vendors that completed the solicitation process based on selection criteria aligned to project. As approved vendors, departments and schools can select the services and/or products to implement aligned to a development need. The delivery of trainings - virtual or in-person, whole- or small-groups, coaching sessions, etc. – depends on the needs for the audience and context for learning. As our district has transitioned practices during the pandemic, many of the professional learning opportunities are being offered virtually. Vendors are engaged to determine capacity for virtual professional development as needed. Usage and performance effectiveness would be captured by each department or campus procuring services.

16-10-53 College and Career Readiness - Why are non-profits (such as Breakthrough Houston) awarded a one-year contract? (It's a huge burden for small non-profits to go through the RFP process year over year).

All contracts are awarded through the RFP processes established by the HISD Purchasing Services department.

ITEM I.5

Is the maximum we can be awarded from this grant?

$220,000.
ITEM I.6

What kinds of new special education positions are being added? Are these sufficient to provide the services we struggled with during virtual learning this spring?

New special education positions being added are 13 special education teacher positions, 6 special education co-teacher positions and 19 special education teacher assistants. In addition, contracted services for special education positions that provide services such as speech therapy, occupational therapy and physical therapy will be utilized. This will help provide services to students in a virtual setting, and as we transition back to campuses this school year.

Why are we spending significantly more on plant maintenance and operations? I see that there is carry over, but is it necessary?

Plant and Maintenance - COVID 19 budget increase requests related to preparing for school opening as seen in the table below. In June, the superintendent and CFO advised the board that they would present COVID 19 budget amendments in August/September. Carryover is necessary. At the end of each fiscal year the district has purchase orders, shopping carts and other obligations that have not been settled. Those obligations must be carried over into the new year to allow for the controller’s office to process payment. Carryover allows the district to move budget along with the obligations so that the new year budget is not consumed for prior year obligations.

<table>
<thead>
<tr>
<th>PROPOSED APPROPRIATION AMENDMENTS</th>
<th>Description</th>
<th>Proposed Budget Amendments August 31, 2020</th>
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<tr>
<td>11 Instruction</td>
<td>Special Education campus positions for increase in identified students</td>
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<tr>
<td>12 Instructional resources and media services</td>
<td>Chief Academic Officer Virtual Support costs</td>
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<td>33 Health services</td>
<td>Personal Protective Equipment (PPE)</td>
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<td>51 Plant maintenance and operations</td>
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<td>51 Plant maintenance and operations</td>
<td>Campus social distancing signage</td>
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<td>51 Plant maintenance and operations</td>
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<td>53 Data processing services</td>
<td>Devices &amp; Hotspots</td>
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<tr>
<td>Total proposed appropriation amendments</td>
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<td>$54,616,490</td>
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Why are we spending less on social work services?

There were two schools that closed positions which amounts to $112,343. The first position is a Student Case Worker from Wisdom for $43,300, the new principal does not need the position. The second position is a high school Graduation Coach for $69,043. The school currently has three counselors and one high school graduation coach.
ITEM J.1

Typo “time frame”. Typo corrected. See Resolution page 2 at number 2.

What grant applications and contracts have been authorized so far under the authority granted to the Superintendent under previous resolutions passed Mar 19 and Apr 9?

The following contracts have been signed by the Superintendent under the Resolutions adopted by the board on March 19, 2020, and the First Amendment adopted on April 9, 2020:

1. AMPLIO SPEECH – A platform requested by the Special Education Department to facilitate providing virtual speech therapy to students
2. Janice Beal-Geyen, PHD. DBA “Beal Counseling Associates”—Development and staffing of a mental health crisis hotline operating evenings and weekends for parents/caregivers, students, and staff
3. Herff Jones, LLC—Providing a platform and individualized campus assistance for virtual High School graduations for all district high schools.

Please give a general overview of which categories of employees have been or may in the future not be required to perform any duties. Also, which employees may be required to perform reduced or modified duties.

As the district moves forward, the administration recognizes that some employees may not be able to perform their full-time duties in a virtual environment, should that continue to be necessary. Thus far, all employees have continued to receive full pay in accordance with their duty schedules. Depending upon the progression of the virus in our community, the administration may determine that some employees be given modified duty assignments and paid accordingly for hours worked. There may also be circumstances in which certain employees may no longer remain employed by the district if their duties cannot be performed from home, or if these duties are not needed by the district due to Covid-19 restrictions. These employee groups have not yet been identified. However, associate teachers, hourly lecturers, hourly principals, hourly teachers, and other employee groups for whom other duties cannot be assigned may be affected.

ITEM K.1

Why is this second reading?

All Board policy changes require two readings.
ITEM K.2

Were any questions raised during consultation regarding this item? If so, how were they addressed?

There were no questions raised at the combined Instructional/Non-Instructional Consultation meeting. Prior to the Consultation meeting, the General Counsel phoned the leadership of Houston Federation of Teachers and Houston Educational Service Personnel to alert them that the agenda item would be forthcoming and explaining the rationale. The associations were in agreement that a waiver of in-person voting days and other logistics may be necessary due to the uncertainty of the status of the Covid-19 virus in our community, so long as the associations were notified in advance of any waiver by the superintendent, and had an opportunity for input on the waiver. The administration is committed to working with the associations if any waivers of policy are needed.

Questions were asked during Administrative Consultation regarding the rationale for the agenda item. Once the purpose of the item was explained there were no further questions.

ITEM K.3

Why is this second reading?

The administration is seeking approval of this item on First Reading at the August 6, 2020 Agenda Review meeting as Item K-1 and anticipates bringing it forward for Second Reading at the August 13, 2020 regular meeting of the board as Item K-3. New Title IX Regulations were issued by the U.S. Department of Education on May 6, 2020, which require all colleges, universities and public-school districts receiving federal funds to adopt new board policies in accordance with the new regulations not later than August 14, 2020. The new Title IX Regulations legally mandate significant changes and updates to current HISD Board policies as it pertains to the district’s response to and handling of Title IX complaints. Texas Association of School Boards policy group drafted new policies for its member districts that are in compliance with the new Title IX Regulations. HISD received TASB’s policy recommendations on July 24, 2020. Therefore, in order to be in compliance by August 14, 2020 both First Reading and Second Reading are being presented for consideration in August.
GENERAL QUESTIONS

How much are we saving on transportation during the first 6 weeks?
The district plans to continue paying transportation staff including bus drivers through the first six weeks. Payroll and benefits are the largest portion of the transportation budget. During the September and October of fiscal year 2020 costs outside of payroll were $1.5 million. There will be some savings in bus repairs and gasoline, however the district is working to expand child nutrition meal deliveries which will use additional gasoline. We also have to keep in mind there may be additional gasoline and other costs due to social distancing on buses, therefore we do not expect any significant savings during the first six weeks in this area.

How much are we saving overall from having buildings closed during the first 6 weeks?
The district plans to continue paying facility and custodial staff during this time which is the largest portion of their budget. There will be some savings from utilities and contracted repairs with the buildings being unoccupied. However, there are still scheduled maintenance and some repairs on buildings continuing and HVAC is still operating even though the buildings are closed. The amount that we won’t spend in September and October is unknown at this time.

Where will those savings be spent?
We do not expect any significant savings at this time. There is a high chance that there will be additional costs for transportation and facilities requiring the use of any savings to address additional costs.

Are any of those funds going to community partnerships that are supporting students?
Funds will be used in transportation and facilities.

What is the plan to ensure children can get to a place of learning (if needed)?
Approximately 25 learning centers will be open throughout HISD for students who need access to devices and/or internet. Learning centers have been identified in areas where the data collected in the Spring 2020 indicated a low percentage of engagement during that time period. Learning centers are spread out across geographic areas to facilitate easier access to students and families. We also took into consideration factors such as mileage between two identified locations. Students who are without a device and/or a hotspot/internet can report to any learning center even if it is not their school of enrollment. Transportation will not be provided.
GENERAL QUESTIONS (CONTINUED)

Which schools will be learning centers?
Once the number of students that do not have a device or access to the internet has been determined, the list of Learning Centers will be finalized and shared with parents.

What will duties of HISD police officers be during the first 6 weeks?
During the first 6 weeks of school, police officers will focus on these three priorities:
   a. An officer will be present at each Learning Center.
   b. Officers will be assigned to answer hotline calls.
   c. All other officers will assist with Wrap Around Services to allow safe home visits.
In addition, during this time, officers will engage in identified trainings. Officers will also continue to support food distribution and testing sites and assist Human Resources with conducting background investigations to help clear the current backlog as well as conduct Threat Assessments for all schools beginning with high schools, middle schools and elementary schools.