Agenda Items: December 14, 2023 Board Meeting (UPDATED)

Q&A

ITEM 1 APPROVAL TO ADOPT THE LOCAL INNOVATION PLAN AND OBTAIN THE DISTRICT OF INNOVATION DESIGNATION

Today, how many high school positions require teaching certification. Please do not include SPED, PreK, nor bilingual/ESL positions. ==*UPDATED 12/13/23*==

Not including Special Education or Bilingual English as a Second Language (ESL), there are 2900 high school teachers, of which all require certification except for four educators who teach Career & Technical Education (CTE) on a School District Teaching Permit.

How will the district monitor alternative certification program progress for uncertified professionals. ==*UPDATED 12/13/23*==

If the Board approves the District of Innovation (DOI) plan, HISD will create an implementation committee to ensure execution according to Implementation Guidelines in the DOI Plan. Specific policies and order of operations will therefore be developed accordingly for high schools.

Will teachers going through an Alternative Certification Program (ACP) be recommended for termination if ACP is not completed before two years? ==*UPDATED 12/13/23*==

If the District of Innovation (DOI) plan is approved by the Board, it will be implemented according to the implementation guidelines outlined in the plan. Educators that have not received certification before two years will be reviewed and considered on a case-by-case basis to determine eligibility.

Exemption to start before 4th Monday in August: How soon can calendar be finalized? This year, calendar was modified the week before the start of the school year. Will the administration commit to not making any calendar changes once it is publicly shared?

We are committing to finalize the calendar by early February 2024, for consideration on the Feb. 8th Board meeting. We do not anticipate making any changes to the calendar after it is finalized by the administration and approved by the board in February.

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Exemption of Teacher Certifications: How will the administration ensure that uncertified professionals are not placed in ineligible positions?

Hiring a certified educator (teacher, counselor, administrator, etc.) is always the priority. HR is improving its systems. The new Chief of HR has been evaluating the entirety of hiring systems and processes to correct system failures and ensure the right people are in classrooms. Chief Neyman has begun making changes to ensure better systems and processes are in place and staff are trained to ensure no one is placed in a position for which they are unqualified. In addition, HR has initiated reassignments in conjunction with consistent coverage by certified, long-term substitute employees. HR plans to develop a centralized system for tracking and monitoring teacher and campus administrator certifications through the development of a certification dashboard by the end of the 2023-2024 school year.

If DOI was implemented this year and under the agreed upon guidelines, how many high school positions would be eligible to be filled by uncertified professionals?

We are unable to provide the number of eligible teachers since the agreed-upon guidelines require several steps, including hiring certified teachers as a priority and a rigorous hiring process, to name a few.

Seeing that uncertified professionals entering the teaching workforce for the first time are not as prepared as certified teachers, what additional training and development will be available for them and/or required of them?

Hiring a certified educator (teacher, counselor, administrator, etc.) is always the priority. Teachers who are not certified will enter in the Alternative Certification Program (ACP) through HISD (or another Texas certification program) and receive weekly additional support through the ACP coaches. They also take classes at night to support the same type of learning they would have received while getting a bachelor's in education. In addition, all first-year teachers in HISD are part of a cohort of teachers who get additional support, training and coaching through the Leadership and Professional Development department.

ITEM 2 PRESENTATION OF NEW GOAL PROGRESS MEASURES AND CONSTRAINT PROGRESS MEASURES

Goal Progress Measure 1.2
I am confused by the wording. Are you saying the existing students in NES schools by category needs to improve, or are you saying you will raise the number of students in NES schools in these categories to meet the criteria? I just don't understand the relationship between the GPM and the chart. For me, I think the issue is in the way the GPM sentence is constructed. It sounds like you want to raise the number of kids in NES schools, but I think you mean the students currently attending NES schools will go up... (Same comment for 2.2.)

The clause "attending an NES or NESA campus" qualifies the students we are gathering data for and

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focusing on in this goal progress monitoring. Therefore, it is a business rule for monitoring. The district is looking at the increase of 3rd graders scoring at projected Meets Grade Level in reading on NWEA MAP at NES and NESA campuses. This Goal Progress Measure does not measure an increase of 3rd graders enrolled in NES or NESA campuses.

Goal Progress Measure 2.2:

I am confused by the wording. Are you saying the existing students in NES schools by category needs to improve, or are you saying you will raise the number of students in NES schools in these categories to meet the criteria? I just don't understand the relationship between the GPM and the chart. For me, I think the issue is in the way the GPM sentence is constructed. It sounds like you want to raise the number of kids in NES schools, but I think you mean the students currently attending NES schools will go up…

The clause "attending an NES or NESA campus" qualifies the students we are gathering data for and focusing on in this goal progress monitoring. Therefore, it is a business rule for monitoring. The district is looking at the increase of 3rd graders scoring at projected Meets Grade Level in math on NWEA MAP at NES and NESA campuses. This Goal Progress Measure does not measure an increase of 3rd graders enrolled in NES or NESA campuses.

GPM 1.3 / 2.3 / 4.1 / 4.2 / and the Supt. Constraints:

Can you give a clear definition of CGI indicator please? I feel a bit fuzzy on what is being measured, so if I am unclear, others may be too.

Conditional Growth Index is a specific metric in NEWA MAP. More detail can be found at the link below: https://connection.nwea.org/s/article/Understanding-CGI-and-CGP?language=en_US As defined by NWEA on the website link above "The conditional growth index (CGI) is an indicator of how much individual student growth deviates from the student growth norms. It is different from the growth index because the CGI indicates how many standard deviation units above or below the growth norm a student's growth was, while the growth index simply indicates how many RIT points the student grew above or below the growth projections.

Since the CGI is expressed in standard deviation units instead of RIT scores, it is a "standardized" metric. This means that you can use the CGI to compare students across grades, subject areas, and achievement levels."

ITEM 4 ADOPTION OF LONE STAR GOVERNANCE IMPLEMENTATION TIMELINE

The Lone Star Governance Implementation Timeline has the board chair listed as the owner of Progress Monitoring training - effective monitoring calendar, report, practices, etc. on page 2 of 6 on the calendar. I do NOT think that should be the Board Chair; it needs to be the coach. Audrey could not implement these things or lead them; no one gave her the info to do that well.

This correction has been made in the updated Implementation Timeline.

ITEM 5 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CFC(LOCAL), ACCOUNTING: AUDITS-FIRST READING

Does this wording limit the option to build an internal audit team that is not external? If we are to consider pursuing the creation of an internal audit team that is employed by the District, does this wording limit that?

No. The intent of the draft language is to allow the board to best determine how to oversee the internal audit function.

ITEM 6 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CLB(LOCAL), BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: MAINTENANCE-FIRST READING

How many residential properties primarily used for student in housing does the district own?

Can you give me an example of who qualifies to live in student housing?

HISD does not currently own residential property or student housing. This policy revision is a recommendation from TASB Policy Service to align with recent legislative changes.

What issues or facilities are expected to be covered with this addition or change or will there be no impact? For greater clarity reiterating that this would be "district-owned residential housing" will reduce any potential confusion.

There will not be an impact. HISD does not currently own residential property. The policy language is updated as recommended by the Texas Association of School Boards (TASB).

ITEM 7 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CKC(LOCAL), SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS-SECOND READING

For greater clarity under DRILLS: Should we include "multi-hazard" emergency drills?

Suggested revisions to CKC(LOCAL) are based on recommendations from the TASB Policy Service which are based on best practices.

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ITEM 8 APPROVAL OF PROPOSED DELETION OF BOARD POLICY CKE(LOCAL), SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL, AND PROPOSED ESTABLISHMENT OF BOARD POLICY CKEA(LOCAL), SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS-SECOND READING

Re: CKE to CKEA(Local), would you confirm is all language in CKE is moved as written to CKEA(local)? I can't tell from the edits if anything from CKE was changed or removed when added to CKEA(Local).

The marked-up version of CKEA(LOCAL) is included in the December 14 agenda packet, along with the current version of CKE(LOCAL) marked for deletion. TASB Policy Service has recommended moving all content relevant to the new code to CKEA(LOCAL).

Explain how district police officers treat requests by external law enforcement agencies to question students or serve arrest warrants for students who are physically on campus for alleged criminal activities off campus.

The district requires a subpoena, warrant or parent permission prior to allowing external law enforcement the ability to question students absent exigent circumstances. The exigency of such circumstances is reviewed by Legal Services and guidance to the administrator is provided.

ITEM 9 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FNG(LOCAL), STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES-SECOND READING

FNG(local): re: free/reduced lunch, please provide reference to "COB"

"COB" refers to the policy code COB, not an acronym. The COB series of legal and local policies and related regulations and exhibits is linked in HISD's online policy manual here: https://pol.tasb.org/PolicyOnline/PolicyDetails?key=592&code=COB#legalTabContent

ITEM 10 APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FO(LOCAL), STUDENT DISCIPLINE-SECOND READING

Removed the control of an irrational student as a reason for constraint. Please, highlight how the importance of this change and how schools affected. Additionally, protecting property from serious damage seems ambiguous. Might this be a good opportunity to tighten up the language for clarity? [e.g., Serious damage might be caused flipping a table, or taking pages from a textbook]

Suggested revisions to CKC(LOCAL) are based on recommendations from the TASB Policy Service at this time and based on best practices.

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ITEM 11 APPROVAL OF CERTIFICATION WAIVER FOR COUNSELORS FOR THE 2023-2024 SCHOOL YEAR

How long have the two referenced counselors been working in the HISD as counselors? If they have not been employed, what is the tentative start date? What other active professional certifications do they currently hold?   ==*UPDATED 12/13/23*==

The effective start date for both counselors is: 08/07/2023

Counselor #1 (MP) currently holds the following certifications.

- English Language Arts/Reading (Grades 4-8): Expires 12/31/2026

- English Language Arts/Reading (Grades 7-12): Expires 12/31/2026

- Generalist (Grades 4-8): Expires 12/31/2026

- ESL Supplemental: Expires 12/31/2026

- Technology Education (Grades 6-12): Expires 12/31/2026

Counselor #2 (CJ) currently holds the following certifications.

- Generalist (Grades EC-4): Expires 11/30/2028

- ESL Supplemental (Grades EC-4): Expires 11/30/2028

Certification waiver for Counselors - is there a report or summary of the waivers sought?

This agenda item is solely for waiver of school counselor certification for this school year. There are currently only two active employees/counselors who require a school counselor certification waiver.

Please share the extent of efforts to hire certified counselors through the date of this request.

Hiring a certified educator (teacher, counselor, administrator, etc.) is always the priority. The waiver option is an option of last resort. HR efforts are geared to sourcing and recruiting certified educators via various methods. These include in-person hiring events, social media platforms, job boards (LinkedIn, Indeed), etc.

Is the waiver being sought for teaching certification and/or other professional counseling related certifications?

The waiver being sought is not for teaching certification. It is only for school counselor certification.

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In light of the recent employment issue, please provide the criteria the district will use for evaluating a person to be an "uncertified counselor." What guidance is being provided to HR, principals, and any other hiring managers regarding the training, education, job history for individuals being selected to act as counselor. If possible, you can provide the written language the district is providing to the hiring managers around these hires.
(I would like a specific, not general, answer.)

An "uncertified counselor" is an individual working in this role who does not hold a Texas Standard School Counselor certificate. Principals and hiring managers are reminded that they must first consider fully certified candidates before non-certified. They are also reminded of the certification waiver requirements. To qualify for a waiver of school counselor certification, the candidate must hold a master's degree in counseling from an accredited college or university. HISD is only requesting waiver of the school counselor certificate. The education requirement is not being waived. A candidate cannot qualify for a school counselor certification waiver without holding a master's degree in counseling.

ITEM 12 APPROVAL OF VENDOR AWARDS FOR PURCHASES WHICH COST $1,000,000 OR MORE

23-06-17 – RFP please clarify the use of Amazon as the platform offers multiple vendors that are not on this list. What are we authorizing, what are the controls in place, and how have we managed this in the past?

Amazon.com Services is one of five vendors being recommended. This project is specifically for janitorial supplies to be used by the facilities department and would be purchased through Amazon's bulk buying division only.

21-06-02-B - How will these additional vendors support our vision and goal attainment?

XanEdu can support the Houston Independent School District by providing customized educational content that aligns with the district's focus on standardized curriculum and lesson plans. Their expertise in crafting both print and digital materials can help fill instructional gaps and incorporate a variety of resources, enhancing the teaching and learning experience. This approach aligns with the district's goal of reducing non-instructional tasks for teachers and offering engaging, relevant educational experiences for students, thus contributing to the overall efficiency and effectiveness of the educational environment within the Houston ISD schools.

Nessy can support the Houston Independent School District by enhancing literacy education through its focus on the Science of Reading, a comprehensive approach that goes beyond phonics to include essential elements like phonemic awareness, fluency, vocabulary, comprehension, morphology, and spelling. This method, which emphasizes the mechanics of reading and structured literacy, is particularly effective in improving reading skills among all students, including those with dyslexia or other reading challenges. By adopting Nessy's methodologies, Houston ISD can strengthen its literacy programs, ensuring high-quality,

inclusive reading instruction that aligns with the district's goal of providing effective education to all students.

ITEM 13 AUTHORITY TO NEGOTIATE, EXECUTE, AND AMEND CONSTRUCTION CONTRACTS FOR MULTI-CAMPUS HEATING, VENTILATION, AND AIR CONDITIONING SYSTEM REPAIRS AND IMPROVEMENTS

Why is Dunhill Development being selected with only a 1% W/MBE commitment? What percentage of W/MBE is required for the complete request?

Potential vendors must submit M/WBE paperwork, selecting an option to indicate good faith effort was made. Dunhill Development & Construction, LLC. submitted paperwork indicating a good faith effort intent to subcontract one percent to M/WBE vendor(s).

This project was issued as a Competitive Sealed Proposal (CSP), where pricing information is based on the scope of work. The district receives and publicly opens all submitted proposals and uses the Best Value Determinations for an award. The company was selected as a low bidder. Additionally, vendor submits M/WBE paperwork, selecting an option to indicate good faith effort was made. Dunhill Development & Construction, LLC. submitted paperwork indicating a good faith effort intent to subcontract one percent to M/WBE vendor(s).

If approved, what will the remaining ARP and ESSER/ESSA balance be? Can we expand this request to include additional campus with remaining balance?

This item is the presentation of the contractors for Multi Campus HVAC System Repairs. Additional items will be brought forward for Board review as required.

Please provide a summary of the of the assessment showing all schools, so that we may have clarity regarding the total need and impact by school. Please also provide an explanation of how the district prioritized the need.

In the Summer of 2022, a comprehensive assessment of all campuses was initiated. In this study, it was noted that at several facilities, the mechanical equipment had reached and/or exceeded its life cycle. As a result of the findings, HISD issued a directive to improve/replace these systems by way of using ESSER funding.

ITEM 14 APPROVAL OF THE DECEMBER BUDGET AMENDMENT

Budget amendment - provide an explanation for the increases/decreases

This is a budget neutral amendment to right size functions resulting from organization structure changes.

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See explanation column for budget neutral transfer details (submitted as Finance attachment1).

Please provide additional details as it relates to expense associated with Instruction and School Leadership and Community Services.

- Instruction - Costs for activities that deal directly with instruction (the interaction between teachers and students). Examples are salaries (classroom teachers, teacher aides, learning coaches, teacher apprentices, substitute teachers), instructional materials & supplies, testing materials, graduation, tutorials.

- School Leadership - Costs for managing a school campus. Managing a campus includes the activities performed by the principal, assistant principals- Salaries for principals, Assistant principals, Division superintendents and division staff who support principals.

- Community Services - Costs of activities other than regular public education and adult basic education services. These activities include services to the whole community or some segment of the community. Examples are Sunrise center staff salaries and operating expenses.

As it relates to instruction expenses, please provide the number of resignations, termination, and reassignments through the end of November.

This is a budget neutral amendment to right size functions resulting from organization structure changes. See explanation column for budget neutral transfer details (submitted as Finance attachment1).

As it relates to instruction expenses, please provide the number current number of vacancies through the end of November.

This is a budget neutral amendment to right size functions resulting from organization structure changes. See explanation column for budget neutral transfer details (submitted as Finance attachment1).

ITEM 15 APPROVAL OF 2023 TAX ROLL

Please, advise as to what the expected budget totals are based on the information provided? Compared to prior years trends what is the expected change percentage and your initial assessment of how it will impact the district.

The attachment (submitted as Finance Attachment2) reflects assess values for the current and two prior years. While the district has seen property value growth the tax rate has dropped from $1.0944 in the 2021-2022 school year to $0.8638 in the 2023-2024 school year. The Harris County Tax Office requires us to have the Board approve the tax roll for 2023.

ITEM 16 APPROVAL OF AGREEMENT WITH HOUSTON COMMUNITY COLLEGE TO UTILIZE CLASSROOM SPACE FOR A SPECIAL EDUCATION TRANSITION PROGRAM FOR STUDENTS 18 AND OLDER

Is HCC VAST program open to all 18+ or only 18-21?

HCC VAST program is a program that is open to students who receive special education services who are 18 years to 21 years of age.

Please, validate we are authorizing up to thirty-six students to with access to HCC in various ways at a minimum cost of $814/student. These are HISD students needing support aged 18-21 and this supports our goals around SPED. How many students participate historically? Please share any data related to achievement.

In recent years there have been twenty-five students so this will be a slight increase in the number of participants. This collaboration supports special education students receive transition services into adulthood.

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