

Title: Resource Allocation Advisory Committee Meeting

Date/Time: September 20, 2018 – 4:00 PM

Location: Hattie Mae White Building -- Room 1E02

I. Welcome-Glenn Reed, Officer of Budget & Financial Planning

- 9/20/2018 RAAC Meeting Minutes
 - Please review the minutes posted online www.houstonisd.org/resourceallocation.
If there is a topic missing or something is incorrect, we can have some time at the beginning of the next meeting to make adjustments.

II. Group Discussion

- To be able to really start looking at our own Resource Allocation System and propose or recommend changes to it to fund our schools, we need to have discussions about what we want our schools to look like. Last week we discussed SWOT talking about our strengths, weaknesses, opportunities and threats. We need to look at things campuses aren't doing and things we expect campuses to be doing.
 - Handout: Baseline Position Allocation Formula-This handout will show you where we were last spring on the models.
- We are not proposing an FTE model, but we have to have some sort of framework of what we want our schools to look like and what kind of services we want them to provide. What do we think may be a reasonable ratio for different types of jobs.
- **RAAC Member Questions:** Did we ever hear back from the administration on basic services for various areas? **Staff Response:** Yes and no. We're probably going to have Silvia present to you all what the basic service levels are for all the campuses. They have a service level agreement of what the minimums are for all campuses from custodial services to facilities. So, we've already reached out to them. I think that's the best way, to have them present to you all.
- **RAAC Member Question:** Minimum services, what about minimum facilities standards? **Staff Response:** They have those.
- **RAAC Member Question:** What about department heads? People who are overseeing physical education, music education, sports education. To understand exactly what the minimum standard from their academic and professional experience is for each school type. **Staff Response:** We can do that.
- **RAAC Member Comment:** The DAC committee had a meeting where they had department heads talk about their goals for the year, specifically related to the school improvement plan. They have numbers like increase music education access by 4 percent. Right, so that would suggest that there's that a goal for music access. Music education access at particular schools, there's a deficit and they're trying to make up that deficit. Which I assume comes in the form of music teachers at elementary schools and band equipment at high schools and so on so forth. So, it seems to me that there's already professional standards that are driving goals for a particular service that would be helpful for us to understand.

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Staff Response: I'm not sure that we do because we've been so decentralized, that there is nothing that says that they're expecting schools to do X in music or to rotate instruments over so many years. That I know of, there's not. Now, we can ask.

RAAC Member Comment: There's an Elementary Curriculum in Development Fine Arts Objective in the District Improvement Plan for 18-19 school year that says, by November 2018 the fine arts department will have identified campuses where deficits and access to fine arts courses and availability of proper materials and resources exist. The premise to that is that there is an understanding of what proper materials and resources are. I know there's not a formula and there's not some commandment. Part of our work here is to find out the distribution of resources to get equitable access to education. I would think that there are professionals in this large central administration who could name out what kids need at each school type. The same for the various purposes and we'd identify as a committee that it's important to understand health and safety. Major academic resources should all be defined, then we could prioritize them in our funding models so that we could say here's all the things in health and safety that every kid should have before we go to the next thing. If we don't have some standard, we can move numbers around all we want but we're not really prioritizing anything.

Staff Response: We do have a fine arts director. The fine arts director would be able to tell you, if you want to start a band, the general things you should have. The same way with athletics if you want to have an athletics team you need to meet these basic requirements. A lot of that is dependent upon size, how many kids you have in a program. So, I don't know that we can say that every school needs to have X number of teachers or X number of this. I think that we can say that if you want to have this program and that exists better in athletics than some of our other areas because it is more defined by UIL requirements.

RAAC Member Comment: I want to push back a little bit further into this piece of telling people what they have to do and how they have to do it in a situation and let's look at the reality. Let's look at where we have been. We have had a system where we only had to have a principal and a secretary. Everything else is either up to the campus whether that's defined as a robust Shared Decision Making Committee (SDMC) or a single individual that's hired as a principal because we all know that between those two is the reality for all of our schools. The second thing that we have all seen is part of the reason why we are here. We've had that level of decision making where people could decide whether they had a librarian or not a librarian. We got to the point where we have significant numbers of elementary schools that did not even have a library. There were no books on the shelves. We had entire feeder patterns where kids did not get glasses until they were in the ninth grade and we can't do that anymore. We can't depend on that and it's pretty simple to me. A parent in any community should be able to walk into a school and at least see and feel the resources that they would in any other school. A functioning library that is at least stocked enough so that their kids have exposure to material that they would enjoy in addition to what they would research on. How do we get to the very basic expectations any one of us as a parent would have for these schools that we would send our kids to? The first job of the districtwide resource allocation budget should be to first ensure no harm and make sure that all of our schools

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gets that. There's a lot of different ways I think we can get there. Whether it through a PUA or an FTE model. I mean I could see a PUA model. It's pretty easy to be able to figure out what the cost of that basic package of services are. Maybe we deduct that from schools that receive kids outside of their feeder pattern. We know what the basic cost is. They first have to pay that basic cost to the school in their feeder to run the school and then we go through that. You could do it through an FTE model. We should not be depressed, the parents shouldn't be depressed, the teachers should not be depressed to walk into a school in one area and see deplorable conditions with lack of resources and walk into other schools that you see the Taj Mahal. Now that's a problem period and that's the basic tenet that this committee needs to focus on trying to fix. Keep it simple. How do we figure out what that is? To agree to and move on from there.

Staff Response: That's what I am trying to do with this. By level, what does the campus need to look like? If you want to ignore the ratios that's fine, I can work with principals on ratios. What would this group expect for a parent to walk in and their child to be able to have access to? That's what we're trying to build here. Yes, I can cost it out and I can figure out internal staff ratios, how the actual dollars come out to and how many of that person is on the campus. Then we can come back and talk about, but I have to have some base line. I need to have something to start off with to start looking at because otherwise I can't tell you, none of us in this room can tell how we would make changes to the resource allocation model and make it more equitable. We have no idea what it is we're trying to ensure folks have enough funds to do.

Staff Comment: You're talking about essential services. That's not a new concept. We had that years ago under decentralization. We've cut a lot over the years. There was a director from central administration that says every campus should have these services.

RAAC Member Comment: I frankly think essential services is a bit of a wiggle term because I value what a librarian does and the degree that a librarian has and a reading interventionist at my kid's school is not a librarian.

Staff Response: You're right and that's something that's does have to change. I have to push back on that. We're moving into where kids have to have electronic media skills. In most high schools, the entire library is online. If you can't use those online resources, you won't function in college. So, a campus education technologist, for example, may be a better choice than your traditional librarian position. That's the kind of flexibility we need to let our schools have. Should there be someone there who can teach kids how to research? How to find information and manage information whether it's electronic or on paper? Yes. There should be a definition of what library services should be.

RAAC Member Response: Whoever the expert in reading is, should come in here and say here's what research tells us the best in library sciences to help engage our kids in reading. I'm a parent, I have my opinion and I'm trying not to make that opinion here and invite the experts that are here at Hattie Mae. If we don't have it, then I'm going to tell you that my kid needs to read books in the first and second grade to inspire a love of learning and then maybe they can read books on an iPad when they're in high school. Giving the principal the ability to have a technology person instead of a librarian, like its elementary school, is a bad choice. Research shows that screen time for young kids is

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bad. It's cheap. Which is why it gets into all of our latest and greatest Ed tech stuff and a lot of vendors are out there ready to sell us our billion dollar budget solutions.

Staff Response: It's not necessarily cheap. Again, a definition of what those essential services are, is a good thing. The problem with that is if you say you must have a particular position, then you get locked into a model. I can show you plenty of places where campuses have a nurse that might as well not have a nurse. Or have a librarian that might as well not have a librarian. Those are management issues.

RAAC Member Question: Can you explain to me what essential positions and wraparound services are? **Response:** Essential positions are positions that must be on the campus in order for the school to function. Wraparound services are additional services that provides health and medical, eye exams, etc. because we want to service the whole child.

III. Group Activity: Discuss the essential services/positions Elementary, Middle and High Schools should have.

Essential Services	E	M	H
Recess	X		
Quality Infrastructure/Facilities	X	X	X
Safety Features (Police Officer) *	X	X	X
School Nurse	X	X	X
Mental Health/ Social & Emotional Learning-Social Worker*	X	X	X
Music, PE, Art (Full time positions) (Theater) (Appropriate operating budgets) (Band, Sports, etc.)	X	X	X
Staff for quality instruction across all TEKS	X	X	X
Full day Pre-k	X		
Certified Special Educations Teacher(s)- ratio based	X	X	X
Appropriately staffed teachers at grade levels (Bilingual)	X	X	X
Certified librarian (books)	X	X	X
Special Ed Department Chair		X	X
Registrar		X	X
Testing Coordinator		X	X
Principals	X	X	X
Student Information Rep.- ratio for high schools	X	X	X
Administrative Assistant	X	X	X
Assistant Principal(s)- size and population based	X	X	X
Plant Operator(s)- based on size and age of building	X	X	X
Food Services*	X	X	X
Paraprofessionals	X	X	X
Early Reading Interventionist/Dyslexia Specialist*		X	X
Crossing Guard	X	X	X
Technologist/IT		X	X
TIS (Technology & Information Service)		X	X
Psychologist*		X	X
Behavior Intervention Specialist*	X	X	X

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Business Manager			X
Academic Advisement-Counselor			X
CCMR Advisors			X
Grad Lab-Credit Recovery			X
College Access*			X
CTE Population Based/Pathway			X
At Risk Coordinator (Dropout prevention)			X
Military Advisors			X