



Instructional Consultation Meeting

Wednesday, April 6, 2016

4:45 p.m.

3SE06

MINUTES

Meeting began at: 4:47 pm

Items Requiring Consultation

CRE2 (REGULATION)	Insurance and Annuities Management Workers' Compensation	FINANCE Sherrie Robinson Brad Bailey
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RESPONSE:
Both CHT and HFT attended a Benefits meeting on Monday (4/4/16) and were informed of this item. Both groups agreed there was no need to discuss this item.

DEC1 (REGULATION)	Compensation and Benefits Leave and Absences	FINANCE Sherrie Robinson Brad Bailey
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RESPONSE:
See response above.

CKE (LOCAL)	Safety Program/ Risk Management: Security Personnel	CHIEF OF STAFF Jason G. Spencer Chief Robert Mock
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RESPONSE:
Jason Spencer explained this item essentially is a local policy update regarding the Police Department. Chief Robert Mock stated these are recommendations from TASB in cleaning up some of the language, making sure the policy reflects how things are done. Also, there was a mandatory change in the 2013 legislature for the Chief of Police to report directly to the Superintendent. Mr. Spencer also stated there is some language to reflect current use of technology about body-worn cameras. It really does not change the day-to-day operations.

Andy Dewey asked what if the Superintendent's instructions conflict with what the Chief should be doing. Chief Mock stated it is his job to make sure both he and the Superintendent both understand what our jobs are. Mr. Spencer said Chief simply needs to uphold the law. Elneita Hutchins-Taylor also said the Superintendent can share information, but when it comes down to upholding the law, we have to go with what the Chief of Police says.

F.3	Approval To Modify Grade-Level Configuration And Establish A New Magnet Program At The Rusk School And Make Associated Attendance Boundary Changes For Lantrip and Burnet Elementary Schools (ADDED 4/5/16)	STUDENT SUPPORT Mark Smith Susan Kaler
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RESPONSE:
Susan Kaler stated this item is to request approval from the Board to do a couple of things with the schools on the east side of town. We want to, over the next two years, gradually change the Rusk School currently a PreK-8 into a 6 through 8 so it has a more traditional, grade-level configuration that reflects a middle school, and at the same time, we want to bring in a health and medical magnet modeled after the Baylor College of Medicine Academy at Ryan. We are looking to move the elementary grade levels over to Ninfa Laurenzo for PreK and either Burnet or Lantrip for the other elementary grades. The administration feels very confident about being able to place the Rusk teachers. Again, we want to do that over a two year period so that we can minimize the disruption to the community and give them time to adjust to this change. We will be moving PreK, K and 1 effective next year and 2 through 5 the following year.

Mr. Dewey asked how many elementary school teachers are there at Rusk. Dr. Esther Omogbehin stated there are nine (**CORRECTION:** Dr. Omogbehin corrected the number to 19).

Mr. Dewey also asked if the community has been informed. Ms. Kaler stated there will be a community meeting at Rusk on Thursday (4/7/16) at 6:00 p.m. in which the Board Member will also be present.

G.1	Approval To Spend Allocated Funds With Multiple Vendors To Support Human Resources Recruitment Plan (ADDED 4/5/16) (WITHDRAWN 4/12/16)	HUMAN RESOURCES Gloria Cavazos Jeff McCanna
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RESPONSE:

Jeff McCanna explained that this agenda would allow more flexibility throughout the year. For example, if we find that there is a market that has bilingual teachers and we want to put billboards in that area, right now we have to go through this whole RFP process, and there is only one vendor in that area, or if we want to put up some movie clips in a movie theatre we have to go through the vendor process. Asking for Board approval to give us the ability as a department with the same funds that we have to fluidly use those funds where we see fit; where the market will allow us to access best pool of candidates.

G.2	Consideration And Approval Of Teach For America Contract For The 2016—2017 School Year (ADDED 4/5/16)	HUMAN RESOURCES Gloria Cavazos Jeff McCanna
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RESPONSE:

Mr. McCanna stated that HISD has had a relationship with Teach For America since 1991. During the last few years, the number of teachers hired has dwindled. For the 2015-2016 school year, we had 47 and before that we were in the 100 range. TFA is struggling with some recruiting initiatives as well. Currently, the expense for those teachers that we pay for, similar to a finder's fee to TFA, is funded centrally. If a campus hires a TFA regular teacher, the district, for a two-year commitment, spends \$3,000 per year. For critical needs area, the cost is \$5,000 per year centrally funded. What we want to do is instead of us centrally funding this finder's fee for two years, we are going to ask the campuses to pay the cost if they want to hire a TFA teacher. It is just reallocating from a centrally funded finder's fee to the campuses.

Mr. Dewey asked with the number of teachers being let go and potentially RIF'd, will they have first priority over hiring TFA? Mr. McCanna responded we are going to try to consume all the teachers that we can with the vacancies.

CHT Item(s):	RESPONSE
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CHT DK (LEGAL)	HUMAN RESOURCES Gloria Cavazos Jeff McCanna
1. We have a question regarding the issuance of emergency permits. DK (LEGAL) requires the consent of a certified teacher to the activation of an emergency permit. How does the district document this consent, since the request from the principal submits does not include a line for the teacher's signature?	

DISCUSSION:

CHT is satisfied with the written response.

WRITTEN RESPONSE:

After a principal submits a request for a teacher to be placed on an emergency permit, the certification team checks to see if the teacher is eligible for the assignment and then emails the Permit Employment form outlining the expectations, deadlines and it requires the teacher's signature. The teacher also has to complete the required TEA emergency permit form. Please note that an emergency permit is not activated without the completion and receipt of both forms.

CHT FO (LOCAL)	STUDENT SUPPORT Mark Smith Annvi Utter
2. When will K-2 teachers be given concrete information regarding the supports they have been promised in light of the recent revisions to FO (LOCAL)?	

DISCUSSION:

CHT is satisfied with the written response.

Annvi Utter commented they were hoping to have 40 schools to sign-up for the CHAMPS training this summer, we are currently at 43 schools. Word is getting out.

WRITTEN RESPONSE:

Preventative measures will allow students to learn how to behave appropriately—and a well-managed classroom is the most effective preventative way to reduce chronic misbehaviors, which is why Student Support Services is offering CHAMPS training. This training provides teachers with tools and structures that prevent misbehaviors. We will also continue to offer open enrollment sessions during the upcoming school year. Behavior management strategies

should also include policies and proper supervision for the lunchroom, transition times, hallways, etc. Our department is offering an 18-month professional development series, Foundations, which supports schools in implementing problem solving strategies that address these school-wide systems. Please contact Ruth Yonamine-Bobba (RYONAMIN@houstonisd.org) if you are interested in participating in CHAMPS or Foundations.

Alternatives to suspending for Level III and Level IV offenses could include:

- A designated space, such as a “calming area” that serves as a behavior and academic intervention. It should support skill building related to the misbehavior and be carefully managed so that it reduces chronic misbehaviors.
- Extracurricular activity suspension (participation in a school event, field trip, etc.)
- Community service around the school
- Caregiver involvement in problem solving to develop alternatives
- Counseling support: school counselor or through partners such as Community in Schools

If you would like support in creating an alternative-to-suspension plan for your school, please contact Annvi Utter (autter@houstonisd.org). We are happy to meet with you to develop a school-specific targeted plan.

What will the consequences be for a PK-2 student that injures another student? Parents request immediate action.
 Suspensions do not improve a child’s behavior or make schools safer. These sort of extreme misbehaviors are a sign of a deeper underlying issue that must be examined. School counselors, nurses, teachers, special education department, psychological services, and an additional district staff of behavioral interventionists should all be involved in creating a behavioral intervention plan for the student.

Will Psychological Services come immediately to a school to assist with extreme behaviors?

We will have a team of psychologists available to provide assistance; however, schools should exhaust all alternatives before contacting our department. Schools should be utilizing an Intervention Assistance Team that includes teachers, administrators, counselors, nurses, etc. before requiring assistance from Psychological Services. We will be more successful in providing additional supports in situations of escalating misbehaviors when schools have implemented an IAT process. An initial consultation with Psychological Services may involve a phone conversation. If your school requires immediate service, please consider contracting with Psychological Services. Some schools have chosen to have a designated psychologist on campus a number of days every week to provide direct behavioral and emotional services. The cost is approximately \$13,300 for one day per week of services per a school year. Please contact Lauren Goonan (LGOONAN@houstonisd.org) if interested.

Will the district offer behavior therapy, parenting classes, etc. for these extreme cases?

We will be offering trainings and sessions during the summer and school year. Our primary goal is to reduce infractions through classroom management strategies that will ultimately reduce chronic misbehaviors. As we continue to see a decline in infractions, we will have a better understanding of the additional supports needed to address the extreme misbehaviors. As mentioned above, a number of district departments along with school staff will be available to support schools with these extreme cases during this upcoming school year.

Will parents be held accountable for any discipline concerns?

Our focus is to understand and provide support in what can we do differently within the school walls so that students understand behavioral expectations during school hours.

When will we learn more about how the new board policy will be implemented?

We will officially launch our supports in June during the Professional Learning Series event at NRG in June. We are developing interactive professional development sessions designed to provide administrators with tools and strategies that can be used as alternatives to suspensions.

HFT Item(s):	RESPONSE
<p>HFT 1. Open Transfer Period When does open transfer close?</p> <p>DISCUSSION: HFT is satisfied with the prior written response.</p> <p>WRITTEN RESPONSE: HISD's Open Teacher Transfer Period begins Friday, April 1, 2016 and end at 5 p.m. Monday, May 2.</p>	<p>HUMAN RESOURCES</p>

<p>HFT 2.</p>	<p>Non-Renewals We are seeing an increase in the number of Conferences for the Record resulting in a principal recommendation to non-renew a teacher. Are principals, as a means of trimming their budgets, using these non-renewals in lieu of reduction-in-force notifications?</p>	<p>CHIEF SCHOOL OFFICER Dr. Esther Omogbehin</p>
<p>RESPONSE: <i>Mr. Dewey commented they have seen many conference for the records in the last couple of weeks, one after another. It is especially seen in probationary teachers who are being recommended for non-renewal for little things such as dress code violations. It does not really affect how they teach. Our members have asked us a question and we would like to have an answer. We understand it was said that the RIFs were going to affect the classroom last. Is it possible that some principals are going after probationary level teachers in order to clear vacancies and for budgetary reasons on campuses? Dr. Esther Omogbehin stated they are not aware of that. The message to principals is if it is performance related we would need to see documentation. We also have asked principals if there are elements related to professional practice, we need to see the documentation as well. Please let us know if you have concerns.</i></p> <p><i>Sonia Gonzalez of HFT also added they have been seeing first-year principals who are non-renewing third-year probationary teachers at an alarming rate. Some of those cases are regarding dress code and one teacher had five tardies for the entire year, and that was their main concern for non-renewing her after three years of service to the district. Mr. Dewey said those cases that we are seeing is excessive. You are talking about bringing in TFA people and recruiting when it seems like we already have teachers here. Dr. Omogbehin replied that she will consult with her colleagues. She also stated that we do have a standard expectation and as far as we know, we are not aware of these concerns. Dr. Omogbehin asked if you have the names of the particular schools that will help.</i></p>		
<p>HFT 3.</p>	<p>Employment Intentions Form Attached is a form distributed to teachers at Roberts E.S. Is this form binding? We have seen similar forms at other schools.</p> <p>Increasingly, we have seen principals request that their staff become ESL certified. They are making this request of teachers who were not hired into ESL positions and threatening their jobs for failure to obtain the certification. The form from Roberts ES requires teachers to indicate that they would certify or lose their jobs. Again, is this form binding? We would like to get this ESL certification request clarified. There is no current state or district mandate. Where is this coming from?</p>	<p>CHIEF SCHOOL OFFICER Samuel Sarabia Melanie Heasley, Director</p>
<p>RESPONSE: <i>Melanie Heasley thanked HFT for bringing it to our attention. Sam called the principal yesterday and the issue has been resolved. Mr. Dewey stated he still needed a clear and definitive answer. How is it that many of the schools can pass out these forms and are these forms binding? Ms. Heasley responded the specific question on the ESL certification in this situation, the answer would be no. Mr. Dewey also stated HFT received another one from Horn ES, 2nd grade teacher where the requirements are ESL certification permit, 30 hours GT, GT update, and the options are yes I accept that position or no I do not accept that position; beneath that there are two options: transfer or resign. The teachers are feeling that they have to choose one or the other. Can we get the principals to stop issuing these forms? Elneita Hutchins-Taylor replied that if ESL certification was not a requirement at the time of hiring the principals could not require it as a condition of further employment. She would discuss this matter with the principals. We have identified two campuses thus far, Roberts and Horn ES. CHT also has one at Thompson ES. Ms. Hutchins-Taylor asked the group to email herself or Jeff McCanna with the names of the campuses.</i></p>		
<p>HFT 4.</p>	<p>Employee Access to Campus File In the past, employees have been allowed to view and copy their own campus files with an administrative representative present. This allowed employees the opportunity to be sure that they were seeing all documents that were in their files and that nothing was being placed in their file without their</p>	<p>HUMAN RESOURCES Gloria Cavazos Jeff McCanna</p>

permission. Recently, an employee from Peterson was denied access to her file. Legal has decided to end this practice citing that there is no reason for the employee to handle or view their file and that a copy is sufficient.

DISCUSSION:

Mr. Dewey indicated members have been getting some push back when they ask to see their file. Ms. Hutchins-Taylor clarified the statement you have about Legal is not a correct statement. The conversation that Legal had was whether or not an employee can personally handle the file and make their own copies and the answer to that is no. We do not let go of that original personnel file. But they are certainly entitled to sit down and look at it with someone sitting with them. If they want a copy of something in the file, it has to be an HISD staff person that will make that copy. In addition, it was stated that after the administrative staff member copied the employee file the employee would be allowed to compare the original with the copy to make sure everything was included. If a campus has a misunderstanding about it, let us know and we will be glad to talk to them. Mr. Dewey asked if their members will have no problem requesting their file. Ms. Hutchins-Taylor confirmed to Mr. Dewey to just know that they will not be allowed to handle the originals to make the copies themselves.

WRITTEN RESPONSE:

Employees can review their campus employee file with an administrative staff member present. At the request of the employee, a copy of selected documents, within the file, can be made by the administrative staff member for the employee's records.

OTHER ISSUES/CONCERNS:

**CHIEF SCHOOL OFFICER
Dr. Esther Omogbehin**

Mr. Dewey mentioned that one of their teachers was assessed during afterschool tutorials. Is that part of the instruction? Dr. Omogbehin stated she will consult with her colleagues.

Meeting adjourned at 5:15 p.m.

Meeting:

Next Meeting: Wednesday, May 4, 2016, 4:45 p.m. in 3SE06