



Instructional Consultation Meeting

Wednesday, October 5, 2016
4:45 p.m.

3SE36 (Large Superintendent's Conference Room)

MINUTES

Board Meeting Date: October 13, 2016

Meeting began at 4:46 p.m.

Present: Jason Bernal, CSO, HISD; Andrew Dewey, HFT; Zeph Capo, HFT; Charles Robinson, CHT; Steve Antley, CHT; Sonia Gonzalez, HFT; Christy Cobb, HFT; Vivian Smith, HFT; Jocelyn Mouton, CSO, HISD; Esther Omogbehin; CSO, HISD; Sandy Gaw, Teacher Development, HISD; Lance Menster, Elementary Curriculum & Development; Susan Kaler, Student Support, HISD; Adam Stephens, Advanced Academics; Wally De Covarrubia, HR, HISD; Scott Gilhousen, IT, HISD; Audrey Gomez, HR – Compensation; Lucy Elizondo, HR, HISD; Dawn DuBose-Randle, HR-Leadership Dev.; Melanie Evans-Smith, Academic Services (see attached sign-in sheets)

Facilitator: Jason Bernal welcomed the group and members introduced themselves.

Items Requiring Consultation:

D-3	AUTHORITY TO NEGOTIATE, EXECUTE, AND AMEND SERVICE CONTRACT AGREEMENTS WITH THE INTERNATIONAL BACCALAUREATE ORGANIZATION AND TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	Academic Services: Grenita Lathan
<p>RESPONSE: Adam Stephens presented this item. This contract allows all International Baccalaureate schools to pay their IB program fees, IB paying fees, IB diploma fees for the high schools through one vendor number with renewals of up to five years for program implementation and monitoring. Chuck Robinson wanted to know if this would save us money. Mr. Stephens responded that it is only saving time. In the past IB had multiple numbers there is no discount from IB. It is only going to stream down the process for us. Vendors that previously had a training number, a program number, and a fees number, this is going to give us one number to deal with them. Unfortunately, there is no savings with IB.</p>		
G-1	APPROVAL OF CERTIFIED TEACHER APPRAISAL AND DEVELOPMENT SYSTEM APPRAISERS FOR SCHOOL YEAR 2016-2017	Human Resources: Gloria Cavazos
<p>RESPONSE: "Coach" Fair presented this item. Every year we have to take a list to the Board to approve all appraisers. We do it every October. Every appraiser has to have three stipulations: Going through re-certification training; cannot be teacher of record; must be in one of the appropriate job slots; and be in the DNA(Regulation). That list is going to the Board in October. Mr. Andy Dewey and Mr. Zeph Capo wanted a copy of that list. Mr. Bernal stated to go ahead and discuss this item, and we will get back with them with the list: Mr. Dewey asked if the list was going to be published before it goes to the Board. Mr. Fair stated that the Board will get a copy, but it is not published. Mr. Fair stated that he would get with them tomorrow and provide them the list.</p>		
K-1	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY DN(LOCAL), PERFORMANCE APPRAISAL– SECOND READING	Human Resources: Gloria Cavazos
<p>RESPONSE: Lucy Elizondo presented this item and explained this is DN(LOCAL) policy for the evaluation of non-teacher employees. This is the second reading. On the first piece we only defined who falls under that appraisal system and on the second piece we added the missed deadlines that mirrors the missed deadlines policy. Andy Dewey asked a question on the Missed Deadlines. "In the event an appraisal deadline is missed by either the teacher or appraiser, the appraiser shall document the reason in a memorandum to the employee". Mr. Dewey stated that the way this is written, it does not make any sense.</p> <p>Steve Antley wanted to know about the definition, the teachers who are not teachers of record. Does that include most Special Ed. Teachers? They are not teachers of record, right. They are co-teachers. Coach Fair responded: if they teach in the classroom and are responsible for instruction and work over 20 hours, yes, they are evaluated in TAAS.</p>		

Steve Antley wanted to know if Student Referral Center (SRC) falls under this. Coach Fair responded that any teacher that gives instruction to children, gets evaluated in TAAS. Steve Antley stated that maybe this needs to be clarified in the definition which it says: for example the teacher of record issue. Coach Fair stated that teacher of record is only for appraisers. The reason I mentioned this is that if the appraiser is the teacher of record, that person can't appraise.

Mr. Antley stated that in the same paragraph, it states that other professional employees who are not serving as a teacher of record, which would include first part of ASPIRE. Special Education teachers were told that they were not a teacher of record; therefore, they were not eligible for ASPIRE.

Ms. Elizondo explained that it refers to teacher specialists who are serving more as administrators on the campus. Mr. Antley stated that the language in this revision is not correct. If you are using the teacher of record language that same record of teacher language is what you use to exclude Special Ed. from ASPIRE.

Mr. Bernal stated that we need to take both of these items back and review them.

K-2

**PROPOSED ESTABLISHMENT OF BOARD POLICY
EHBAF(LOCAL), SPECIAL EDUCATION:
VIDEO/AUDIO MONITORING—SECOND READING**

**Academic Services:
Dr. Grenita Lathan**

RESPONSE: Scott Gilhousen stated that this was the second reading and that nothing has changed from the first reading. The first part is giving the principal ten days to respond to a request. The second part is cameras are to be in operation during the instructional day. The third piece is that notices should be posted outside the classrooms and the fourth piece is to allow various contractors that do not have access before to have access now in order to keep the system in operation. Mr. Dewey wanted to know if there was an HB opinion that invalidates that. Mr. Schad stated that the HB opinion says that once a request is made it is supposed to go districtwide. Ours is still a case by case basis. Our Legal Department says that we need to stay on a case by case basis because the HB is just a ruling, it is not changing policy.

Mr. Dewey asked if the cameras have been installed already. Mr. Schad answered that the requests have started coming in. Mr. Antley wanted to know since the second reading has not been approved yet, are you holding the requests until the second reading gets approved? How are you doing the transitions? Mr. Gilhousen stated that the requests are still coming in, and we are starting to survey the campuses so we are ready to install the cameras once the Board approves the item. Mr. Dewey wanted to know if the cameras will go live once they are installed. Mr. Gilhousen stated absolutely. The tentative day of installation is the end of January.

Mr. Schad explained that recently in the Houston area, all the schools districts came together and developed a very similar process for every school. There is still a lot of questions that TEA is trying to get answered. We know that we have to follow the law, so we are implementing what we know today and where this goes in the next 6 to 8 months, we do not know. The requests are here and we are putting them in.

Mr. Capo asked if a student that requested a camera to be installed is no longer there, could that individual camera be turned off and the reason be documented. Mr. Schad responded that we could look at putting something like that in place. In a year's time, how many of these classrooms are we going to be talking about and managing the dynamics when somebody leaves? We need to turn it off; but if we are not notified when somebody else comes in, it can become very chaotic. Rooms that are getting cameras installed are being designated as Special Education rooms. Principals are not going to be able to move equipment out of these rooms. **Mr. Schad stated that we need to take this back and look at it,** if a student who made that specific request leaves the classroom, what could we do to turn that camera off.

**DNA
(REGULATION)
Added 10/5/16**

**PERFORMANCE APPRAISAL EVALUATION OF
TEACHERS DNA(REGULATION)**

**Human Resources:
Gloria Cavazos**

RESPONSE: Coach Fair stated that the information for this item was on the back part of the pocket. DNA(Regulation) has not been revised or changed since 2012. So we made an effort to move forward to make some changes and actually put some changes into DNA(Regulation). Coach called everyone's attention to a couple of things, On page 2 of 13, appraisal training, we spelled out what teachers have to do and how they would get trained if they come in at the beginning or the middle of the school year; we explained that in detail in page 4 of 13. The only additional change is in page 6. Assignment of measures of goals procedure approval will be finalized by the Board approval calendar for those days. With the extended measures assignment, as you know this already happened. Page 5 of 13 this is just the walkthrough. We put an informal coaching development walkthrough form that replaces the old walkthrough form. The coaching development form can be used the first four weeks of school. That is the only thing that they can use the first four weeks of school. They cannot do an official walkthrough on observation. The language is that if they do the 10 minute walkthrough it has to be followed by written feedback and a face-to-face

conference. Mr. Dewey wanted to know when this item was added. He stated that they needed time to review it. **Mr. Capo requested for this item to be pulled back.**

F-1 Added during the meeting	AUTHORITY TO NEGOTIATE AND EXECUTE A CONTRACT WITH BAYLOR COLLEGE OF MEDICINE FOR BAYLOR COLLEGE OF MEDICINE ACADEMY AT RYAN FOR THE 2016-2017 SCHOOL YEAR	Student Support: Mark Smith
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RESPONSE: Susan Kaler stated that she had a late item. Legal advised them to take it to consultation. This is a contract with Baylor College of Medicine. You tell me if you are not comfortable with it we can pull it and come back. This is a contract to renew services funded through the grant to provide instructional services and curricular materials. Mr. Antley and Mr. Capo both stated they had no issues or concerns.

F-2 Added during the meeting	Approval of Fall 2016 Class-Size Waiver Requests For Transmittal Of Report To The Texas Education Agency	Student Support: Mark Smith
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RESPONSE: Susan Kaler stated that she had another late item. She stated that there were fewer class-size waivers this year, and she also stated how you can support a teacher in the classroom. They are putting aides in the classroom. Doing some exchanges. Mr. Antley wanted to know what was the number of students that a teacher needs to have to get an assistant. Ms. Kaler responded 25. When you go to 23 and use a waiver it is better to go to 25. If you hear of any teachers struggling and need support, the number to get an aide is 25.

CHT Item(s):	RESPONSE
CHT - 1 No Items for this month.	
WRITTEN RESPONSE:	

HFT Item(s):	RESPONSE
HFT 1.	<p>Paraprofessional Issues</p> <ul style="list-style-type: none"> We have been receiving complaints that some paraprofessionals do not have regular and consistent access to computers. They are often told to share the computer of a teacher if they need to use one. This is awkward and inconvenient for both the teacher and the paraprofessional. These complaints come mostly but not exclusively from teacher assistants. We are requesting that schools be mandated to provide regular and consistent computer access for all district employees. Release Time for Paraprofessionals for professional development. Paraprofessionals, like teachers, need time within the workday to pursue professional development. The early dismissal days scheduled throughout the year are perfect opportunities for this to take place. We are requesting that release time be given for the purpose of professional development to paraprofessionals on the district early dismissal time. HFT would be willing to work with the district in providing meaningful PD opportunities.

WRITTEN RESPONSE BY SANDY GAW:
The Teacher Career Development has partnered with HFT and is in the process of posting them to OneSource. We also partner with Onboarding and Organizational Development to offer additional PD to Paraprofessionals.

RESPONSE: Mr. Schad stated that he listens to what he is saying, but it is the campus principal's discretion to buy computers and put them wherever they want. There is not much we can do in this area. Mr. Dewey stated that this is specially a complaint about our teacher assistants. They are often treated as second class citizens during trainings. They are told to look over somebody's shoulder. They have to wait

on line to complete their job. Mr. Capo stated that he did not want this to be taken the wrong way; we want to get students the equipment they need for today's workforce. Imagine that you are a teacher assistant responsible for working with children that have been mainstreamed in a classroom that has provided laptops or computers to every student and teacher; but you are the person that is responsible to help them out; but you do not have access to the programs or materials that students are using or working. It is extremely demoralizing and devaluing. How are you able to find funds to purchase laptops for students and teachers, but you are not able to find funds for one more person in that classroom where that teacher aide is assigned. Mr. Schad wanted to know if this was primarily a high school issue. Mr. Capo responded that this issue is in all the schools. That has been the case with some aides that work in high schools. This issue is more along with Special Education population. Where aides are going in and working with cases that they have been mainstreamed. We have not done this at the elementary level. Again even then, that is still the case they have more access to the technology and they want the assistants to do the job, but they do not give them the tools. **Mr. Bernal stated that the Chief School Offices can work with Mr. Schad and see what they can do to resolve this issue.**

Mr. Antley wanted a response to the early release for the teacher assistants for professional development.

Dawn DuBose-Randle stated that as far as the courses goes, she is working with HFT to offer additional professional training for paraprofessionals. As far as the release time, it is up to the building principals. The courses would be posted to provide additional professional development for the assistants.

Mr. Capo stated that teacher aides are not being provided the full early release time. It is one or two sections or certain part of the day. It is not adequate. We have discussed this with principals. How do we try to bended out? There should be a way to organize it so you are not causing any issues or problems in a particular campus. We are not taking advantage of early release days for assistants to attend professional development.

HFT 2.	<p>Ancillary Teachers Access to Gradespeed for student attendance.</p> <p>We have become aware of a situation where a teacher is required to interrupt planning time to take ADA attendance when her students are under the control and supervision of an ancillary teacher. The reason given is that the teacher on planning time is the teacher of record and must take attendance. Why is the ancillary teacher not considered to be the teacher of record during this time-period and have access to the Gradespeed attendance roster under her name?</p>	<p>School Offices: North Area: Grenita Lathan South Area: Sam Sarabia East Area: Jason Bernal West Area: Jocelyn Mouton Non-Zoned Charters: Esther Omogbehin</p>
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RESPONSE: Christy Cobb stated that HFT has been receiving phone calls. Ancillary teachers no longer have access to take attendance themselves. What is happening is teachers who are under their ancillary period during attendance time, they are being called during their planning time to take attendance. There is several problems with that. Ms. Cobb is having to explain to several people including administrators. Ancillary teachers have to be able to take attendance. They can not be shout out of the system. There should be a way for them to be able to take attendance. This has to be corrected. **Mr. Bernal stated that this was going to be added to the Chief School Officer's agenda.** When we meet on Monday we can discuss it. Is this happening at a particular campus? Ms. Cobb responded that this is happening everywhere. Ancillary teachers were taken out of Chancery, so they can longer go in and do attendance. This is an elementary issue. Mr. Antley suggested for the ancillary teacher, who are off during that time frame, to do it on a hard copy and for the attendance clerk to enter it. Susan Kaler suggested for them to send her an email.

HFT 3.	<p>Required ESL Certification</p> <p>We have brought this item to consultation in the past, the issue keeps arising, The Principal of River Oaks Elementary insists on demanding that every single teacher on her campus become ESL certified. So much so, that she invites teachers to leave the campus if they do not get the certification and threatens to not renew their contracts.</p>	<p>West Area School Office: Jocelyn Mouton</p>
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	<p>Last year the question was asked in consultation: Who could impose certification requirements on campuses and in the district? The answer we received was as the state law read that the state or the district could impose new or additional certification requirements. The district agreed that principals could not issue new certification standards, however, the district could. Has the district's stance changed? Has policy since changed? Have new certifications standards been issued by the state or the district now requiring all teachers to be ESL certified?</p>	
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WRITTEN RESPONSE BY DR. MOUTON: River Oaks is an IB school and both Vanguard and Neighborhood students are instructed together. The number of ELL students have increased each year. Six years ago, the previous principal asked all teachers to get ESL certifications. The school reimburses the teachers for the expenses required for getting the certification. They have also provided the teachers assistance from Region IV. All new hires are ESL certified.

RESPONSE: Dr. Mouton responded to the River Oaks concern. Six years ago, the Vanguard students used to be taught by certain teacher and the neighborhood students by another teacher. In the last re-certification it came up that IB certification does not allow you to separate children in the group. Vanguard and neighborhood children are taught in the same classroom. Whoever comes in and enrolls, they go in the same classroom. Six years ago the previous principal started the process to move everyone into ESL Certification. Schools pay for the certification. They provide help at Region IV. Three people have not gotten their certification. All new hires are ESL certified. If you look at their trim data. The number of ESL students are increasing every year. This is just a process where we have to make sure that we can put an ESL shop in any classroom. Mr. Capo wanted to know, if there are three of them left and we are working through attrition, and they are certified to teach on multiple grade levels, why we would not have on each grade level. Christy asked who in the district has the right to give certification.

She is giving a directive as the representative of the state and the district that she can mandate to all people who can be certified. Who can impose certification requirements in the district?

Is it the district or the principal? Last year our answer was very clear from this committee. It was the district who can impose our teacher requirements. Dr. Mouton stated that she checked with Ms. Cavazos and is the principal based on the trend in the data if the neighborhood is changing where you are needing more ESL trained teachers because the population has changed. Mr. Dewey stated that they have raised this question last year during the spring. Dr. Mouton stated that Elida Marquez would pull the minutes and bring them forward. Mr. Dewey stated that we are going to be able to leave the answer that they were given.

<p>HFT 4.</p>	<p>Dress Code and Employee Handbooks We have brought this to consultation multiple times. Principals are publishing in employee handbooks and enforcing employee dress codes that are far more specific then the clean, neat, and appropriate standard established in in DH (Local). At the time that policy was adopted we had specific discussions which resulted in the district telling us that the code only applied to employees at Hattie Mae White and there was no specific code for schools. However even if DH (Local) did apply to the school, principals who create their own specific codes without first getting approval from the Superintendent are in violation of the policy.</p>	<p>School Offices: North Area: Grenita Lathan South Area: Sam Sarabia East Area: Jason Bernal West Area: Jocelyn Mouton Non-Zoned Charters: Esther Omogbehin</p>
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RESPONSE: Mr. Capo stated that he went to meet with the superintendent today in jeans with a jacket and his sleeves were roll down. This did not shake up the conversation one single bit. As a former science teacher who spilled chemicals all over, who had dirt when working outside, who worked with paints and clay and everything else, which is similar to a lot of our teachers. This is ridiculous. Why are we disagreeing over this situation when we have people interpreting the dress code beyond what it is, and when we have people walking in the building with stripes, jeans with holes, and sleepers shoes. Then, I can work with you

on that. That is not appropriate. That is not where we need to be. Teachers did not get a raise. They lost money this year. It drastically increases their cost of the wardrobe and dry cleaning.

Is that the image that you want every one of our students to have? Is this the only thing that is respectable, someone that wears a suit and a tie or a tie and slacks? The welding teacher and their work, the workforce teacher and their work are just as qualified, just as important to our society as anyone else. This is a very narrow perspective. I think if we can put some fragmentizing back into this question, we can move a little further. Mr. Bernal stated that he was not going to get a push back from him on this. This is going back to principals creating their own specific codes without getting approval from our Superintendent in violation of policy. **Again this will be on our Chief School agenda to make sure that we are within policy.** Mr. Dewey stated that this has been a big issue since we implemented TADS and the dress code is now part of TADS. Even though the whole committee says no. It is only a 3 part of TADS. There is no way to get a 4 if you get written up for the dress code. They do not justify giving you a two on your exception. We see these issues come up since TADS. Some principals do not see TADS as a way to develop teachers, they look at TADS as an opportunity to get teachers. We have to make sure that we are within policy. Mr. Capo stated that every time that this has been brought up, they have to get approval from downtown. As a note, I was told that he wore jeans the next day, teachers sent pictures of it after the memo was sent to everybody. The conversation that sparked this was the issue around the jersey. That was an issue that should have been dealt with that individual, not the whole staff. Mr. Bernal stated that in reference to Ortiz MS, the SSO and he are working with the principal in dealing with that situation.

HFT 5.

Employee Absences

This is another issue that has been popping up in employee handbooks. Some principals seem to be confusing “personal business days” with personal illness by stating that any employee who is absent must first receive approval, can be denied before and after holidays, or if the absence will push the absence rate on any given day above 5%. The employees are also being told that absences may not exceed three consecutive days. In simple terms, the principals are claiming the right to tell employees they can’t be sick. We know illnesses can’t be controlled and under DEC (Local) medical verification cannot be required until the absences exceed seven consecutive days. There have been no changes in this policy for several years why are we seeing new interpretations at the school level?

School Offices:

North Area: Grenita Lathan
South Area: Sam Sarabia
East Area: Jason Bernal
West Area: Jocelyn Mouton
Non-Zoned Charters:
Esther Omogbehin

RESPONSE: Mr. Capo stated that we have had an issue with employee absences. There has been a misinterpretation of the absence discussion. They are even requiring or denying teachers that are out sick or are out because they are going to their doctor. Principals are denying their absence. They can not do that. That is not a personal business day. There is confusion about that. We have to make sure that everybody understands the difference between a personal illness day and a personal business day. They can use three days out of the ten for personal business. As long as they are not over the 5%. They are not supposed to deny a personal business day if they are not at their 5%. Too often they just deny the request. We have to go back and do research to see how many teachers are out. On that particular day nobody was out. I have asked the staff to start checking specific campuses. Teachers are trying to get as much done on a day. But ever since Kelsey where they used to have everything done all at one time. Now they are having to do piece by piece; they have to go and see their doctor one day, the cardiologist the next day, the NC the next period and actually it impacts their evaluation.

Mr. Bernal wanted to know if there are some general campuses that you would like to discuss. Ms. Cobb stated that she could not give him general campuses. One of my projections is the handbook. The handbook policy is where I am getting all the phone calls, about the 72 hour rule for absences. Ms. Cobb has spoken to the SSO of Neff Early Learning. He has already taken care of one of her issues. We have a lot of approval time for absences on sick day’s whether personnel or state. Principals are reading the policy the wrong way. Sharpstown International has changed their absence policy in the number of days you can be out requiring a doctor’s note. Changing the absence policy to three days. If a teacher is out three days, they have to bring a doctor’s note instead of the seven days. Ms. Cobb is sending the absence policy to the whole area. Coach Fair stated that we had been talking about the whole area. He wanted to know if there is specific campus that we can deal with it right now, let us know. Ms. Cobb stated that this seems to have changed in everyone’s campus. Mr. Capo stated that he did that in all of his 40 or 50 schools and went and did an audit of the handbooks. At that time we found out how many of them were interpreting policy and not

even applying policy at all. Mr. Capo asked Christy to start calling campuses for the handbook. You can start by looking at the handbooks online and going through them.		
HFT 6.	<p>Imposed Grading Scale at Tanglewood Middle School (MS)</p> <p>Attached is the grading scale imposed on IB teachers at Tanglewood MS. Not only does the grading scale impose a minimum grade of a 60, because it is in increments of five points it also does not allow teachers to assign the actual grade earned by the students.</p>	<p>West Area School Office: Jocelyn Mouton</p>
<p>WRITTEN RESPONSE BY DR. MOUTON: As an IB school students should be graded using the rubric scores of 0-8. The staff voted on the 100 point grade equivalent for each rubric score. Example 8 = 100; 7=95. A teacher has never been told they cannot go below a 60. True scores earned should be based on the rubric not on a point grade. Teachers should be looking for mastery and not just a number.</p>		
<p>Response: Dr. Mouton stated that an 8 is 100, 7 is 95, 1 is 60. According to what the principal says is that the staff development is 100 or a grade equivalent for each group or score. This is exactly what she says she is doing. Teachers have never been told that they cannot go below 60. They can go below 60 if they need to. Two scores should be based on the rubric not on the point grade. Teachers should be looking to matching those number. Could you give me the specifics about it? Mr. Dewey asked how about if a child makes an 82. Dr. Mouton stated then he gets a 5. Ms. Cobb stated that if he makes an 82 then he has to be given an 80 or 85. Dr. Mouton stated that there is not an 80 on the scale. Ms. Cobb stated then he has to be given an 85. So it violates the true and grading state law. Dr. Mouton stated that she would run it by HISD attorneys and talk to Mr. Adam Stephens about the grading policy. Mr. Capo wanted to know if that scale was being used for everything. I can see where a scale like that would be used on something where you need to be more subjective, projects, continuous work that come through multiple litigation, which give you master points. The concern that some teachers have is when they are actually doing a test pieces that are graded down to a number. Are they in jeopardy with that at all? Teacher can choose to curve up the grade. Dr. Mouton stated that she would also check on this.</p>		
HFT 7.	<p>Lesson Plans</p> <ul style="list-style-type: none"> • Lengthy Plans – Sugar Grove ES • Required PLC meeting plans – Neff Early Learning Center 	<p>West Area School Office: Jocelyn Mouton</p>
<p>WRITTEN RESPONSE BY DR. MOUTON: The principal has not changed the lesson plan form from last year at Sugar Grove Middle School.</p>		
<p>PLC meeting plans are not required at Neff Early Learning Center. Neither plans nor minutes are required. Teachers share resources and minutes (if created by the team) on a shared drive.</p>		
<p>RESPONSE: Dr. Mouton reviewed Sugar Grove Lesson Plan and it is iffy. Dr. Mouton is asking the principal to have another option. I saw the SSO but I did not get a chance to see if she was able to make that happened. That is the same lesson plan that she had last year. They did not change it. Ms. Cobb stated that the concern is there. The problem is that she modifies this individual lesson plan as well. She calls them in to do individual performances during their planning time. She modifies their lesson plans. The teachers have concerns about that and have spoken to their SSO. Dr. Mouton stated that the SSO, Rhonda Johnson has been working with her on some of these issues. Rhonda Johnson follows the law. That is one of her strengths.</p>		
HFT 8.	<p>Employee Evaluation – Revised Calendar</p> <p>We know some deadlines have been extended since the adoption of the revised TADS system on September 15th. May we have a revised calendar with the new deadlines?</p>	<p>Human Resources: Gloria Cavazos Jeff McCanna</p>
<p>RESPONSE: Mr. Fair “Coach” stated that he would send the calendar on Monday. Mr. Antley requested for Ms. Marquez to send it to all of them.</p>		
HFT 9.	<p>Employee Evaluation – Prescriptive Plan for Assistance (PPA)</p> <p>We are once again seeing inconsistencies from administrators in the use of PPA’s which after all were created to assist teachers and develop their instructional skills. We have several questions:</p>	<p>Human Resources: Gloria Cavazos Jeff McCanna</p>

- How far into the school year should we be before a teacher is put on a PPA? Should a brand new teacher be placed on a PPA after 8 weeks of teaching? Should an experienced teacher be placed on a PPA after 10 weeks of teaching a subject or grade he/she hasn't taught for years or ever?

RESPONSE: By Policy: An appraiser shall create a Prescriptive Plan for Assistance (PPA) for any teacher whose job performance becomes a concern as evidenced through walk-throughs and observations aligned to the instructional practice rubric.

- PPA's are often started after one observance of a behavior or lack thereof and continued for indefinite periods of time. Teachers sometimes feel resentful because they feel they should have some warning and intervention. What warrants a PPA? How many times must a behavior occur or not occur before a teacher is placed on a PPA? Should there be mandatory interventions prior to the PPA?

RESPONSE: By Regulation: An appraiser will initiate a PPA when there are documented concerns about a teacher's performance.

- PPA's often are created with no end date. Teachers are on PPA's for years. They can never get off. Each time they complete an area their appraiser just tacks on another one. Sometimes they start off with every area in need of improvement and an endless list of assignments. Most teachers who are on a PPA cannot figure out how to get off of the PPA. We have specific reports of this happening at Mading ES, Northline ES, Kelso ES, and Woodson K-8.

RESPONSE: By Policy: The PPA form shall outline the focus areas for development, specific development activities and action steps, and expected changes in behavior or performance outcomes. The PPA shall be considered complete when the teacher's performance exhibits the expected change as noted by the appraiser.

- PPA's are initiated at very late dates in the school year, often very close to open transfer. We can only speculate as a way to keep transfers low. There must be a cut off as to when PPA's can be initiated. A two week PPA does not serve any one.

RESPONSE: By Policy: An appraiser will initiate a PPA when there are documented concerns about a teacher's performance

- While the PPA is a principal driven document, teachers often request participation because they feel PPA's lack meaningful professional development and are often filled with busy work.

Indeed, reading chapter after of any book and completing countless on page book reports, do not produce better teaching. There should be guidelines for the types of professional development principals can and cannot include in PPA's.

RESPONSE: The PPA is an appraiser driven document. Appraisers are encouraged to discuss the action steps required in the PPA with the teacher to assure that the professional development outlined in the action steps are conducive for the teacher to grow and subsequently lead to a change in behavior.

- Finally, teachers often feel frustrated because they are forced to stay on PPA's because administrators fail to meet deadlines or provide the support/materials promised in the PPA. Then, they say the teacher has failed to meet the goal. Teachers complain and some have grieved, unsuccessfully to have these PPA's removed or invalidated. What recourse do teachers have when appraisers are failing in their duties?

RESPONSE: Relationships and conversations between the coach/appraiser and teacher is essential, so both are on the same page as to what changes need to be demonstrated by the teacher.

WRITTEN RESPONSE: See above. Responses provided by Jeff McCanna.

RESPONSE: Mr. Capo stated: imagine the frustration of the teachers. When I was reading the responses on these questions. The fact is that PPA is a continuous process from one appraisal period to the next. I thought we were fixing that. There are still separate individual appraisal periods. We should be closing one out or getting some kind of resolution. If you need to open a new one in the new appraisal period, you opened it up. There is no end dates. There is no place to put some type of ending or checking period.; Principals can missed the timeline but teachers have to do everything by the book. Principal cannot provide the resources and the support that they agreed to in the plan. That keeps the teacher on the plan since they can not move any further on the things they need to do. This is not a helpful system. It seems to most of the teachers that we have written the rules for principals to do whatever they want to do and break the rules to excuse the way and deviation and concerns that happened before. It is like we do not want to hold principals responsible for doing part of their job. If they are not setting that example as the highest state person in the campus that has that responsibility, then what do we expect of anyone else?

Mr. Capo stated that when he read these responses that is the way he feels. Coach Fair wanted to invite everyone to his training, Saturday morning, 8 to 1 p.m. at Ryan. This is the re-certification. He would like for you to sit there and hear what we are telling appraisers and training appraisers on. He will like for one HFT and one CHT member to be there. Take a tape recorder. Please come and hear the message that we give to 1200 people. Whenever there is an area of concern that needs to be addressed, we asked them to go to the PPA. Coach Fair read what he quoted to second year principals. Where it says "If you can grow and develop teachers to use approaching and developing tool". We are asking them to shift their mentality. It is not going to take a day. We never re-certified before. They are all going to get the same message, you are getting on Saturday. I am going to have a great appraisal behind to coach them, develop them and to growth. Please send me every name of every principal that puts a PPA or appraiser that does not visit the classroom or it does it only one time. I would have a conversation with that person, the PPA process if it is done correctly by people; there is the teacher and the appraiser. It has to be done by both sides. Coach Fair stated that he is going to get it fixed. Where the appraiser understands the proper dues for PPA. PPAs are carried over Zeph. They have been carried over since the creation of the system. If the teacher did not meet certain requirements, and I am not saying that the write them all the right a way. We are getting ready to have a training. You are all welcome to come to that training on PPA, how to write them? How to monitor them? Which to give them? This is truly how to grow and develop your teachers. Mr. Dewey asked as part of the end of year conference if a teacher had a PPA and is being renewed. Coach Fair responded that at the end of the year conference. What are you going to do to develop yourself over

the summer? What courses are you going to attend? When you come back next year, you are able to grow and develop. That is what the end of the year conference should be. We are encouraging more of this. It is strictly growth and development.

Ms. Cobb stated that when a teacher is put on a PPA, with no end date in sight. I have teachers that have been in PPA for two or three years. You cannot tell me that in two or three years, a teacher had not made any improvement or progress. There has to be a stop point, a cut-off date and ending date. Mr. Bernal asked: "Coach Fair" you have a training on Saturday, I want to add something on writing PPA. I completely agree with Ms. Cobb. If somebody is on PPA for three years, It needs to be very specific. You are doing it or you are not doing it. What is really important is that you are going to provide training on how to write PPA. Principals are asking for this training. They are trying to make sure that if somebody is on PPA, we are providing them with what they need to get off PPA.

HFT 10.

Bonus & Stipend Guidelines

What guidelines exist on paying promised bonuses to teachers who have agreed to move to a school that is hard to staff or have critical shortages? We have complaints that some teachers have been put on PPA's in order for the school to avoid paying the bonus.

**Human Resources:
Gloria Cavazos**

Jeff McCanna

WRITTEN RESPONSE provided by Audrey Gomez: The employee should receive notice if a PPA will disqualify them from a payment.

Response: Mr. Dewey stated that one of the bigger question was in reference to teachers who were enticed to go to another school, North Forest. They were given signed orders to go over there. All of a sudden they are not paid their bonuses because they have been put into PPA.

Audrey Gomez stated that it was in the memo. They have to do it for completion. The first year you can put in the description and you may find one of them. For performance or for people to be put into PPA. The conversation about PPA beforehand would be critical for these people to get off of PPA. It is a small number, 2-3. Ms. Cobb asked when they were given this memo. Ms. Gomez responded when they were transferred. Grenita made us put it in writing. This year definitely and last year also we had memos of people when we announced it early in March or even earlier. We know what the money would be for those teachers that come off of retention. It says that you must be in good standing and it spells out PPA.

Mr. Dewey asked if money was budgeted for each teacher hired under those circumstances. Ms. Gomez responded yes, there is money budgeting for each teacher. We have to give the amount and number of teacher to budgeting beforehand. Mr. Dewey wanted to know if money was left over could it be used for other purposes. Ms. Gomez stated that this year SSOs worked hard to find that money. Before the state used to give us the money. But because of recapture, we are not getting any extra money. This is part of the North Forest money.

Mr. Capo stated that they had the same issues last year. When you are recruiting teachers away from other places. You are telling them they are going to get a bonus. They relocate to Texas Houston and there is no money left. Have you fixed that piece? That is problematic. Ms. Gomez stated that we are not recruiting as many people from out-of-state. The money is there now. You should approach these individual that they are saying they are not. Challenge them, should they be on PPA. That is the issue. I know some individuals, they are not given the walkthroughs; they are not given enough support start paying. Mr. Capo stated yes that is the quality issue.

Meeting: adjourned at 6:12 p.m.

Next Meeting: Thursday, November 3, 2016, 4:45 p.m. in 3SE36 (Supt's Large Conference Room)