

Spring Independent School District

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6000



BOARD OF TRUSTEES

WORK SESSION

6:00 PM, OCTOBER 4, 2018

BOARD ROOM

GORDON M. ANDERSON LEADERSHIP CENTER

16717 ELLA BOULEVARD, HOUSTON, TEXAS 77090

MINUTES

I. Call to Order

President Rhonda Newhouse called the Work Session of the Spring Independent School District Board of Trustees to order at 6:06 PM on October 4, 2018, in the Board Room of the Gordon M. Anderson Leadership Center, 16717 Ella Boulevard, Houston, Texas, in accordance with Chapter 551 of the Texas Government Code.

Members Present:

Rhonda Newhouse, President
Jana Gonzales, Vice President
Donald Davis, Secretary
Justine Durant, Assistant Secretary
Dr. Deborah Jensen
Chris Bell
Winford Adams, Jr.

Members Absent:

Others Present:

Rodney Watson, Superintendent of Schools
Victor Mitchell, Chief of Police
Julie Hill, Chief of Staff
Lupita Hinojosa, Chief of School Leadership and Student Support Services
Mark Miranda, Chief Operations Officer
Deeone McKeithan, Chief Human Resources Officer
Ann Westbrooks, Chief Financial Officer
Tiffany Dunne-Oldfield, Chief Communications Officer
Jeremy Binkley, General Counsel
Jason Sheffer, Director of Board Services

II. Minutes from Prior Meetings

The Board reviewed the minutes from the following meetings:

- A. September 6, 2018 Board Work Session
- B. September 11, 2018 Regular Meeting

III. Opening Remarks

- A. Superintendent of Schools
Superintendent Dr. Rodney Watson began his remarks by wishing Spring High School good luck in their Homecoming game. Dr. Watson then introduced the Strategic

Priority Updates and reminded the Board that they will receive updates on these priorities each month.

B. Strategic Priority Updates

The Board received updates on its strategic priorities for the 2018-2019 academic year.

1. Workforce Development

Pamela Farinas, Assistant Superintendent of Workforce Development, presented the Board with an update on Workforce Development.

Rigor Relevance Coaching for All Schools - Between September 10th and continuing through early October, all 38 of our schools will have received their first two onsite coaching days for teachers from consultants from the International Center for Leadership in Education (ICLE). Consultants from ICLE are working with our principals, teachers and coaches in professional learning communities (PLCs) to solidify their use of the SpringWay Rigor Readiness Protocol, a tool to aid with lesson planning. ICLE will provide each principal a summary report of the coaching sessions conducted with our teachers.

September 21st: Spring ISD's First District-Wide Professional Development Day of 2018-2019 - September 21, 2018 was Spring ISD's first district-wide professional development day of this school year. Thousands of campus-based and central-office employees attended more than 50 professional development sessions across multiple locations at campus and central support facilities. During the morning, Workforce Development Team (WFDT) members conducted "Examining Scholar Work for Evidence of Effective Instruction" sessions on each of our 38 campuses while all campus administrators attended a session on "Evaluating Effective Standards-Based IEPs". Some special work teams had training sessions focused on their area of expertise, such as nurses, counselors, testing coordinators, special education teachers/service staff, 504 facilitators, physical education teachers, performing and visual arts teachers, paraprofessionals, instructional aides, bilingual/ESL teachers, Pre-AP/AP teachers and CTE teachers. Also, teachers received additional support with Get Better Faster strategies through 14 invitation-only sessions that provided them an opportunity to both dive deeply into the rationale behind and practice the strategies. Other teachers were able to select learning sessions on Teach Like a Champion (TLAC), restorative practices, Socratic seminar, Lead4ward, MAP, Marzano's High Yield Strategies, data tracking and Writer's Workshop.

Get Better Faster Training for Campus Based and Central Office Administrators - From September 26-28, additional campus based and central office leaders received training from the Assistant Superintendent of Workforce Development and other team leaders on the coaching model used by Spring ISD in order to bring alignment to the coaching practices used with teachers this year. Based on the Get Better Faster coaching model, the participants received training on the SpringWay Model. This three-day professional development module will be offered throughout the school year until all current leaders are trained.

Last spring, in response to the strategic priority to develop teachers, Spring ISD began a new professional development model for teachers. In July, the Workforce Development Team officially began its work under the new model.

An update was provided from District leaders that are leading our teacher development efforts. These leaders include Principal Leticia Gonzalez, Math Coach Robert Silvy, and Literacy Coach Kathy Cromwell of Cooper Elementary School; Principal Tracey Walker, and Development Specialist Monea Beene of Roberson Middle School; and Principal David Mason and Development Specialist Janet Diaz of Westfield High School.

2. Gifted and Talented

Tiffany Williams, Manager of Advanced Academics, presented the Board with an update on Advanced Academics.

G/T Coordinator Open Lab - On September 11, 2018, the team offered the first G/T Coordinator Open Lab Session. This optional session provided individualized support to campus G/T Coordinators based on their questions and level of expertise. G/T Specialists provided support with Renzulli Learning, Odyssey of the Mind, and general G/T compliance questions. A total of 11 participants took advantage of this session. Session evaluation data indicated the session was effective (71% Highly Effective, 29% Effective). The next G/T Coordinator Lab will take place on October 9, 2018.

Renzulli Learning Implementation - Using Renzulli Learning, students complete a questionnaire that generates a personal narrative profile of their top interests, learning styles, and product styles. As of October 1, 2018, 91% of elementary G/T students and 82% of 6th grade G/T students have a completed student profiler.

Through a collaboration with the School Leadership Office work is being done to offer additional opportunities for G/T students to utilize Renzulli Learning. Five schools have been identified (Bammel Elementary School, Ponderosa Elementary School, Salyers Elementary School, Bailey Middle School, and Wells Middle School) to provide a Renzulli Learning Lab during the 21st Century After School Program. This opportunity will increase the percentage of completed student profiles and weekly assignments.

Pre-Advanced Placement (Pre-AP) - During the month of September, Advanced Academics Collaboration and Instructional Walks were conducted at Bammel, Dueitt, Claughton, Twin Creeks, and Wells Middle Schools. Artifacts were collected from 50% (8 out of 16 classrooms) of the Pre-AP classrooms that show evidence of the implementation of Cornell Notes.

As of October 2, 2018, 87% of all Pre-AP Teachers have attended at least one *Pre-AP Instructional Strategy: Cornell Notes* session. During the sessions, participants used a rubric/checklist to score authentic Cornell Note products collected during campus walks. In addition, participants used the Curriculum Scope and Sequence to plan six lessons to incorporate in their work during the second six-weeks. An exit survey indicated participants felt the session was an effective use of their time (71% Highly Effective, 21% Effective).

Middle School Technology Update - To support the implementation of the Texas Performance Standards Project (TPSP) and Renzulli Learning at the middle school level, each middle school received 30 Chromebooks and a Chrome Cart

on September 25, 2018. Collaboration is taking place with the Technology Department to distribute for student use by October 5, 2018.

Advanced Placement (AP) - A total of 41 participants (13 Mathematics/Science; 26 Humanities; 2 Other Professional Staff) attended the *AP Cohort: 11 Common Syllabi* session offered on Friday September 21, 2018. The 11 AP courses with a common syllabus are: Biology, Calculus, Chemistry, English Language, English Literature, Macroeconomics, Physics, Spanish Language, Statistics, World History, and US History. During the session, participants from 10 out of the 11 AP Courses utilized the College Board AP 2018 Implementation Website to develop a common assessment. An exit survey indicated participants felt the session was an effective use of their time (84% Highly Effective, 16% Effective). The session was offered again on October 2, 2018 to capture the target audience from the previous session.

3. Performing and Visual Arts

Dr. Joe Clark, Director of Performing and Visual Arts, presented the Board with an update on Performing and Visual Arts.

PVA Enrollment at the Secondary Level by Campus - Below are the current percentages of students enrolled in at least one PVA course by campus.

Spring ISD	57.4%	Spring High School	54.5%
High Schools	44.8%	Cloughton Middle School	80.6%
Middle Schools	73.4%	Twin Creeks Middle School	80.2%

PVA KPIs for Average Daily Attendance - All PVA content areas are currently above their campus average for average daily attendance, and currently below 1.0 average disciplinary actions (0.18 is the highest average – DMS & SHS). This information is shared weekly with PVA teachers through Google Hangout meetings with head directors.

The Fabulous Fable Factory – Spring High School Theatre - The following quote is directly from the playbill's program notes. "From the moment I read this script, I knew it was perfect for our Performing and Visual Arts goal of Arts Integration. This show has the ability to get students of all ages, but specifically our elementary friends, excited about writing, drawing conclusions, and attaching movement to learning, for lasting muscle memory in the classroom." (Marilyn Ocker, Playbill). Mrs. Ocker also collaborated with the Spring High School Visual Arts classes and allowed them to design her posters and advertisements that have been used throughout the running of this show.

PVA Professional Development Day – Arts Integration and Collaborative Performances - Several highlights from the afternoon trainings were the following:

- Amanda Byers (PVA Office) – Advocacy Through Social Media (Twitter)
- Samantha Lacey (Roberson Middle School Art) – The Flipped Classroom (for visual art classes)

- Frances Botello (McNabb Elementary School Art, first year in Spring ISD) – Arts Integrated Strategies

Collaborative Performances – All Collaborative/Integrated Performances have been appointed a PVA staff member as Chairmen of their content area. All performances have a timeline drafted and are now working through their next steps together as a team.

Elementary Art and Music Teachers - All Spring ISD Elementary Art and Music Teachers met during the summer and decided to get together once a month to model lessons for each other and discuss teaching strategies. Each teacher volunteers in areas that they have been successful in the past. Our veteran teachers have led the organization of these meetings and are mentoring our younger teachers. Topics so far have included: lesson planning for the year; team building; sharing resources; arts integration; and the Rodeo Art Contest. These meetings are in addition to the regularly scheduled PVA established PLCs and PD days.

Houston Arts Partners Conference - Arts Integration Instructional Strategies
The annual HAP Conference was held this past weekend in Klein ISD. Spring ISD had 15 teachers present and one PVA administrator presenting during the conference.

4. Special Education

Peg Sherwood, Executive Director of Special Education, presented the Board with an update on Special Education.

Special Education Folder Audit - Based on the Special Education folder audit findings, all campuses have received information concerning the corrections that need to be made to ARD/IEP documents completed on their campus during the 2017 – 2018 school year. A summary of the areas of concern is as follows:

PLAAFP meets all standards	66%
Goals and Objectives meet all standards	82%
Intensive Program of Instruction	16%
Accommodations/STAAR	54%
Least Restrictive Environment addressed appropriately	87%
Transition to post-secondary services addressed before 14	74%
Parental input for transition planning documented when parent absent	64%
Transfer of Rights completed on time	29%
ARD Committee membership complete	90%

Special Education ARD/IEP Documentation Reviews - IEP Specialists have been trained on using the ARD/IEP Documentation Quality Indicator which examines 45 areas of compliance. Thirty-four ARDs have been reviewed and results tabulated. This table summarizes findings.

	09/19/2018	09/26/2018
PLAAFP meets all standards	66%	74%
Goals and Objectives meet all standards	87%	86%
Intensive Program of Instruction	100%	80%
Accommodations/STAAR	78%	54%

Least Restrictive Environment addressed appropriately	96%	93%
LEP Assessment addressed appropriately	100%	90%
Extended Year Services addressed appropriately	82%	85%
Instructional Arrangement codes correct	88%	82%
Supplements all correctly documented	93%	78%
Clarifying statements / deliberations completed	96%	91%
ARD Committee membership complete	95%	97%
Transfer of Rights completed on time	NA	NA
Transition to post-secondary services addressed	100%	100%
Prior Written Notice provided in accordance with timelines	90%	91%
Non-consensus dealt with appropriately	NA	NA

Based on the areas which were below 100%, corrective steps were created and provided to the schools. Additionally, re-training will be provided to the identified schools in order to ensure that there is a clear understanding of the ARD standards in order to achieve and maintain 100% compliance.

Special Education Quality Indicators for IEP Meetings – Collection of data on observed ARD/IEP Committee meetings has begun. As of today, twenty-nine meetings have been observed and comments completed. Results are summarized below:

	Exemplary	Evident	Not Evident	Not Applicable
Was the conference room free from outside distractions and reasonable in size to promote an active meeting?	66%	34%		
Was the seating arranged in a way that is conducive for participation?	62%	38%		
Had a projector been set up, adjusted to ensure focus, and in clear view for all committee members?	42%	38%	20%	
Were all documents being projected throughout the ARD meeting?	41%	41%	18%	
Did the IEP Committee members use neutral, non-judgmental language?	52%	48%		
IEP Committee members communicated openly and with respect.	59%	41%		
IEP Committee members provided input and played an active role in the discussion.	38%	59%	3%	
Did the Administrator clarify points of disagreement?	31%	62%	7%	
Did the administrator encourage parents and professionals to identify new options to unresolved problems?	14%	28%	7%	
	51% no unresolved problems			
Did the student attend and participate?	17%	17%	10%	56%
Was the agenda available and visible for all in English and Spanish?	17%	21%	62%*	

Was the agenda adjusted/personalized for the specific purpose of the ARD?	28%	45%	27%	
Were decision points clearly identified throughout the meeting?	38%	45%	17%	
Was consensus obtained throughout the meeting and prior to the conclusion of the meeting?	35%	52%	13%	
Were the required assurances read by the administrator?	59%	38%	3%	
Were deliberations projected and read prior to the end of the meeting?	24%	38%	38%	

* Needed agenda in Spanish.

Based on the indicators which were "Not Evident", corrective steps were created and provided to the campuses. Additionally, re-training will be provided to the identified schools in order to ensure that all ARD/IEP meetings are correctly held and that all indicators are at "Exemplary" or "Evident" level.

Special Education CASE - Realignment plans included combining students that had been participating in Community Based Instruction (CBI) and Structured Learning (SL) into one constellation of services called Community Academic Structured Education (CASE). This enabled the moving of students back to their home campuses as every campus would have CASE services for their own students.

Projected numbers for secondary campuses were on target. Projections for elementary schools underestimated the number of students needing these services.

Level	Projections	Number at 15 th Day
Elementary	225	243
Middle School	119	114
High School	213	201

Teachers and paraprofessionals have completed required training and are receiving support as they implement the services called for in the students' Individualized Educational Plans (IEPs).

President Newhouse recessed the meeting for a short break at 7:40 PM.

President Newhouse reconvened the meeting at 7:54 PM.

IV. Presentations

A. Dual Language Program Update

Chief Lupita Hinojosa and principals of the three elementary schools implementing the Dual Language Program provided the Board with an update.

Kristi Brown, Principal at Northgate Crossing Elementary School, presented information on the student recruitment and selection process. The process includes parent dual language informational meetings held at all three dual language campuses, testing children in Spanish and English to determine a language proficiency baseline, and enrolling students in the campus dual language program.

Cynthia Gomez, Principal at Clark Primary Elementary School, presented information on teacher preparation and support. In the Spring of 2018, teachers attended the

Language Institute at the International Language Center in San Antonio. In the Summer of 2018, teachers attended the Dual Language Institute held at Texas A&M. In October 2018, teachers will attend the Texas Association of Bilingual Educators Conference. On-going preparation and support includes dual language sessions held on Wednesdays and Saturdays, focused on language proficiency strategies.

John Baker, Principal at Hirsch Elementary School, presented information on the instructional program. The program is a 80/20 two-way dual language immersion program where 80% of the day is in Spanish. Details of which subjects are taught in the target language of Spanish are identified in the Articulation Guide. The target language changes as the grade levels progress reaching a 50/50 level at 5th grade.

Lettie Houck, Director of Multilingual Programs, presented information on district support for the program. District support consists of professional development which includes dual language conferences, dual language consultants, in-class support and after-school and Saturday sessions.

Parents Valerie Montgomery of Hirsch Elementary School and Marlen Vega of Northgate Crossing Elementary School discussed how the program has impacted them and their children.

V. Chief of Staff

- A. Second Reading of Proposed Revisions to Board Policy CNA(LOCAL) – TRANSPORTATION MANAGEMENT – STUDENT TRANSPORTATION
Chief Julie Hill presented the second reading of proposed revisions to Board Policy CNA(LOCAL).
- B. Second Reading of TASB Local Update 111 – Proposed Revisions Affecting the Following Board Policies
Chief Julie Hill presented the second reading of Local Policies revised in TASB Update 111.
 - 1. BBD(LOCAL) – BOARD MEMBERS – TRAINING AND ORIENTATION
 - 2. CAA(LOCAL) – FISCAL MANAGEMENT GOALS AND OBJECTIVES – FINANCIAL ETHICS
 - 3. DH(LOCAL) – EMPLOYEE STANDARDS OF CONDUCT
 - 4. DHE(LOCAL) – EMPLOYEE STANDARDS OF CONDUCT – SEARCHES AND ALCOHOL/DRUG TESTING
 - 5. DI(LOCAL) – EMPLOYEE WELFARE
 - 6. FEA(LOCAL) – ATTENDANCE – COMPULSORY ATTENDANCE
 - 7. GKA(LOCAL) – COMMUNITY RELATIONS – CONDUCT ON SCHOOL PREMISES

VI. Chief Operations Officer

- A. Middle School #8 Bid Package 4, Fourth Guaranteed Maximum Price (GMP)
Chief Mark Miranda presented the Board with information regarding Middle School #8 Bid Package 4, Fourth Guaranteed Maximum Price in the amount of \$20,177,877. The fourth Guaranteed Maximum Price covers all remaining scope of work.
- B. Teacher Training Facility Bid Package #1, First Guaranteed Maximum Price (GMP)
Chief Mark Miranda presented the Board with information regarding Teacher Training

Facility Bid Package #1, First Guaranteed Maximum Price in the amount of \$1,349,326.11. The first Guaranteed Maximum Price is for procurement of the HVAC equipment and allowances to permit the contractor to order long lead time items.

- C. Safety and Security Bid Package A, First Guaranteed Maximum Price (GMP)
Chief Mark Miranda presented the Board with information regarding Safety and Security Bid Package A, First Guaranteed Maximum Price. The first Guaranteed Maximum Price covers safety and security updates for access control, intrusion alarms, and cameras at Wells Middle School, Gordon M. Anderson Leadership Center and the Spring ISD Learning Center. In addition, this GMP includes fencing at the Gordon M. Anderson Leadership Center and the Spring ISD Learning Center. The Guaranteed Maximum Price for the Safety and Security Project is \$3,638,912. The Board asked that this item be pulled from the October 9, 2018 consent agenda to be brought back at a later date with a more refined scope.

VII. Chief of School Leadership and Student Support Services

- A. Texas A&M AgriLife Extension Research
Chief Lupita Hinojosa presented the Board with information regarding a resolution that 4-H will be considered as an extracurricular activity and that the Board will recognize the Extension agents as adjunct staff.
- B. Affiliation Agreement with Lone Star College System and Spring Independent School District
Chief Lupita Hinojosa presented the Board with information regarding an Affiliation Agreement with Lone Star College and Spring Independent School District. Lone Star College will provide students to work with the Spring ISD Health Services Department along with campus nurses to assist with vision and hearing screening for 1st, 3rd, 5th and 7th grade students of Spring ISD.
- C. Credit-by-Examination (CBE) Audit Process EHDC(EXHIBIT)
Chief Lupita Hinojosa presented the Board with information regarding the administration's Credit-by-Examination (CBE) audit process for exams that are internally developed.

VIII. Chief Financial Officer

- A. 2018 Appraisal Roll Certification
Chief Ann Westbrooks presented the Board with the 2018 Appraisal Roll Certification. The Chief Appraiser of the Harris County Appraisal District has certified the 2018 property values for Spring ISD. This is the tax base in addition to estimated amounts for uncertified property which will support the 2018-2019 operating and debt service budgets.
- B. 2018 Tax Rate
Chief Ann Westbrooks presented the Board with information to consider approving a tax rate of \$1.51 for the 2018 tax year. As required by state regulations, the District published a proposed tax rate of \$1.51 in the Houston Chronicle on May 30, 2018. Upon receipt of the certified values from the Harris County Appraisal District on August 24, 2018, an additional review was done resulting in a proposed tax rate of \$1.51. In accordance with Property Tax Code, a taxing unit authorized to both maintenance and operations (M&O) and debt service (I&S) expenditures with property taxes must adopt its rate in two separate components; one for maintenance and operations (\$1.06) and one for debt services (.45).
- C. Request for Proposals (RFP) #19-005 – Art Supplies, Furniture and Equipment
Chief Ann Westbrooks presented the Board with information regarding Request for

Proposal #19-005 – Art Supplies, Furniture and Equipment. The Spring Independent School District requested competitive sealed proposals for the purpose of identifying vendors to supply art supplies, furniture and equipment to support the needs of the District, in accordance with the terms, conditions, and specifications established within the Request for Proposals.

- D. Request for Proposal (RFP) # 19-006 – Fire Alarm Inspections, Parts, and Services
Chief Ann Westbrooks presented the Board with information regarding Request for Proposal # 19-006 – Fire Alarm Inspections, Parts, and Services. The Spring Independent School District requested competitive sealed proposals for the purpose of identifying vendors to provide Fire Alarm Inspections, Parts, and Services to support the needs of the District.
- E. Request for Proposal (RFP) # 19-007 – Fire Sprinkler Inspections, Parts, and Services
Chief Ann Westbrooks presented the Board with information regarding Request for Proposal # 19-007 – Fire Sprinkler Inspections, Parts, and Services. The Spring Independent School District requested competitive sealed proposals for the purpose of identifying vendors to provide Fire Sprinkler Inspections, Parts, and Services to support the needs of the District.
- F. Taxpayer Refunds
Chief Ann Westbrooks presented the Board with information regarding Taxpayer Refunds. The Board was presented with a report consisting of refunds exceeding \$500.
- G. Report of Purchasing Cooperative Purchases Exceeding \$50,000
Chief Ann Westbrooks presented the Board with a report consisting of purchases exceeding \$50,000 that were made by the District through one or more authorized purchasing cooperatives.

Date	Vendor	Description	Amount
08/20/2018	Solid IT Networks, Inc.	Network Infrastructure Equipment for Lockhaven**	\$ 73,809
08/20/2018	Renaissance Learning, Inc.	Project Management, Data Integration Fee, Professional Development, Star 360 subscriptions and virtual onsite seminars.	\$ 102,162
08/28/2018	Apple, Inc.	Apple iPad's for teachers to gather data for IEPs.	\$ 137,900
09/12/2018	Gibson Consulting Group, Inc.	Professional Service – Evaluate accuracy and compliance of student information.	\$ 75,385

* Blanket Purchase Order for anticipated annual spend.

**Bond Related Expenditures

IX. Closed Session

There was no closed session.

- A. Under Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized, including any item posted on this agenda
- B. Under Section 551.072 - For the purpose of discussing the purchase, exchange, lease, or value of real property

C. Under Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee

1. The Board will deliberate regarding the Superintendent's evaluation
2. The Board will deliberate on employees nominated for special recognition
3. The Board will deliberate on a recommendation for the termination and finding of no good cause for an employee's abandonment of contract
4. The Board will deliberate on the issuance of school district teaching permits for noncore career and technology courses
5. The Board will deliberate on employee resignations, recommendations to withdraw prior actions taken, recommendations to void employee contracts, recommendations for the proposed termination of employees on probationary and/or term contracts, and final orders for employees on term and probationary contracts previously proposed for termination and/or nonrenewal

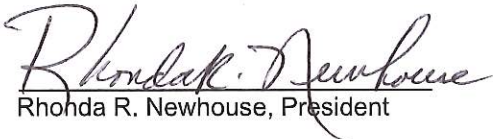
D. Under Section 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices

X. Action on Closed Session Items

The Board may take action on items discussed in closed session.

XI. Adjournment

On a motion by Trustee Bell, seconded by Trustee Durant, the Board unanimously adjourned the meeting at 9:55 PM.


Rhonda R. Newhouse, President


Donald Davis, Secretary