



Champions: Dr. Gayle Stinson and Dr. Elizabeth A. Clark

[illegible]

TEE Committee

Nicole Anderson	Amy Hoxie
Kristin Autrey	Elizabeth Huggins
Malyn Bannister	Rebecca Kellerman
Tracey Besgrove	Caleb Kern
Candice Bishop	Karmen Latterell
Nancy Bobb	Regina Locke
Teresa Bowman	Lisa Mais
Erin Britain	Tamra Michaud
Ryan Buchanan	Frankie Norris
Jennifer Cannefax	Amy Parker
Bonney Carney	Mallory Pelletier
Shane Conklin	Amy Potts
Melissa Curry	America Rainey
Robyn Dobbs	Ashley Robinson
Sabrina Dowell	Aimee Safford
Amber Everitt	Kerri Sands
Steve Franks	Cindy Sawai
Anai Geyer	Leslie Scott
Lynn Goodman	Blythe Smith
Kathleen Grupe	Zachary Stephenson
Ronda Harlin	Sara Stieg
Jenna Henderson	Natalie Waller
Nikki Henry	Steve Wesley
April Hetherington	

I. Introduction

House Bill 1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code (TEC). On May 26, 2016, Birdville Independent School District's Board of Trustees passed a resolution to initiate the process of designation as a District of Innovation (DOI).

The DOI Committee sought and considered input on the plan through a series of strategies, including establishing a District website, Google documents for the purpose of getting feedback from the larger community, as well as surveys to teachers, parents, and high school students. Based on direction provided by the Board and input from various District stakeholders, the DOI was developed and presented to the Board of Trustees for approval on October 27, 2016.

II. Term

The term of the initial DOI Plan was for five years, beginning at the start of the 2017–18 school year and concluding at the end of the 2021–22 school year, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The Committee will continually monitor the effectiveness of the Plan and recommend to the Board any suggested modifications to the Plan.

The term of the renewed DOI Plan will begin August 1, 2022 and end June 30, 2027, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The following timeline was followed by Birdville ISD as required by House Bill (HB) 1842, passed during the 84th Legislative Session, permitting Texas public schools to become Districts of Innovation and to obtain exemptions from certain provisions of the TEC:

November 2021 – July 2022

- **November – December, 2021:** Staff discussed the District of Innovation timeline, renewal process, reviewed current DOI status, and identified desired exemptions that could be placed in the revised DOI Plan.
- **January 12, 2022:** Met with Cabinet and staff at ILT to review initial DOI Plan and conduct a needs assessment of how the DOI has facilitated change in Birdville ISD and what additional areas need to be waived in order to address future student and community needs, especially following COVID-19.
- **January 31, 2022:** Complete the revised DOI draft.
- **February 7, 2022:** Present DOI draft to the TEE Committee and gather additional information regarding proposed areas where more flexibility is warranted and ways the DOI process can be utilized.
- **March 2022:** Continue to refine the revised DOI Plan.
- **April 2022:** Work with staff to complete draft of revised DOI Plan.
- **April 11, 2022:** Present draft to TEE Committee for input.
- **April 2022:** Continue to communicate revised DOI Plan to stakeholders and make any necessary changes prior to April 18, 2022 when electronic Board materials are submitted.
- **April 28, 2022:** Conduct Public Hearing at Board meeting.
- **April–June 2022:** Make any adjustments to renewed DOI Plan based on input from Board of Trustees, TEE Committee, and Public Hearing.
- **June 15, 2022:** Notify Commissioner Morath of the Board of Trustee's intent to adopt a proposed revised DOI Plan.
- **June 28, 2022:** Presented Final revised DOI Plan to TEE Committee
- **July 28, 2022:** Present the final revised DOI Plan to Board of Trustees as a Consent Item for final approval.
- **July 29, 2022:** Notify Commissioner Morath of the Board of Trustee's approval to adopt Birdville ISD's 2022-2027 Local District of Innovation Plan.

III. A Comprehensive Educational Program

The plan's comprehensive educational program is guided by and aligned with the Board's vision, mission, strategic priorities, and Strategic Plan for the District.

A. Vision

The Board, with the adoption of the Birdville ISD (BISD) Portrait of a Graduate, has the following Vision to guide the District:

That all students be equipped with the knowledge, skills, and resources necessary to be empowered learners, global competitors, responsible citizens and innovative entrepreneurs.

B. Mission

The Board has adopted the following Mission to guide the District:

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

C. Beliefs

The Board has adopted the following Beliefs to guide the District:

We believe that ...

1. *Human beings are complex with unique intellectual, social, emotional and physical needs.*
2. *Every person is unique by design, with abilities, gifts and talents.*
3. *Every person has inherent value and unique potential.*
4. *All people are innately curious.*
5. *Relationships are an inherent human need.*
6. *Personal responsibility is essential and noble for all.*
7. *Family profoundly impacts who we become.*
8. *Character is developed through life experiences.*
9. *With a privilege comes responsibility and accountability.*
10. *A physically and emotionally safe environment encourages learning.*
11. *Learning is not limited by time or space.*
12. *Freedom is a universal desire to be promoted and preserved.*
13. *Values drive choices.*
14. *Change is constant.*

D. Parameters

The Board established the following parameters as guidelines for how decisions would be made and approved these parameters in accordance with our beliefs, mission and objectives:

1. *We will make decisions in the best interest of students.*
2. *We will treat all people with dignity and respect.*
3. *We will model and expect personal responsibility.*
4. *We will practice responsible stewardship of our resources.*
5. *We will not compromise our commitment to excellence with integrity.*
6. *We will not give up on any student.*

E. Strategies

The Board has adopted the following strategies for accomplishing our strategic vision, mission, and goals:

1. *We will craft a system of innovative learning approaches, patterns, and practices that respond to the unique needs, interests, and talents of all students.*
2. *We will ensure a culture of integrity, service, and community committed to excellence, innovation, and responsiveness.*
3. *We will leverage the use of time, resources, and space to address the needs and learning goals of our students and community.*

4. *We will expand and enhance unique learning opportunities through strategic partnerships both in and outside the District.*

F. Strategic Plan

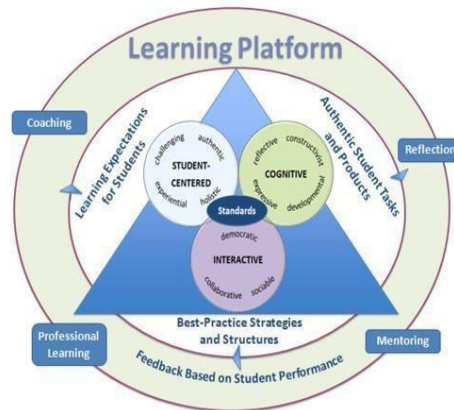
The Board recognizes that for students to succeed in their future, not our past, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. Learning must be at the heart of what schools are about. Learning has to be viewed by the students as being relevant, purposeful, interesting, engaging, and authentic to what will be their future. Last, but certainly of critical importance, is the need to personalize learning so that the school experience is: responsive to what each student needs in order to be successful; thoughtful about what students find interesting; and aligned to their passions. The Board believes that while it is important to meet the credit requirements, there is a need to prepare students to be college, career, and life ready. All three of these are of equal importance and necessary for success.

Accordingly, the District's Strategic Plan has an emphasis on learning and being a learner, character development based on guiding principles for its citizenry and the next generation of leaders and, of course, strengthening the District and community resolve to care for, support, and provide educational experiences that prepare Birdville ISD students for their future. In essence, the Strategic Plan is designed to create a learning system that is student-centered, collaborative, and cognitively challenging.

The Strategic Plan signals a transition from simply test preparation and a teaching platform, to a student-centered learning platform. The Strategic Plan emphasizes a commitment to established priorities for teaching and learning. Based upon the District's conceptual model, there are four key components necessary to build organizational capacity to make a shift from teaching to learning. These four components must be so embedded in the day-to-day core work that they drive everything that takes place in the classroom. These components include:

1. *Establishing clear and explicit learning expectations for students;*
2. *Designing authentic student tasks and products;*
3. *Using best practice strategies and structures; and*
4. *Providing meaningful feedback based on formative assessments.*

BISD Learning Platform



Until schools have the flexibility, time, and resources to move what happens in the classroom to support a new paradigm where learning is more the goal, then we are really only tinkering with the system. This is truly what is at the heart of transformation and innovative practice. It is not brick and mortar. It is not technology for technology's sake. The great divide in education is conceiving and adopting new conceptual frameworks of what it means to embrace learning for all students, and how to move a system from focusing strictly on teaching to focusing more on learning. In order to cross the divide, professionals must work collaboratively around creating and designing different tasks for students to do, in classrooms, that are intellectually stimulating and collaborative, with outcomes that are more authentic and not just based on standardized measures, with outcomes/results that truly are transferable to life, work, and one's personal intellectual pursuits. In essence, transformation must be conceived and captured in the work that we do, that students do, and somehow communicated in ways that can be replicated across the system and then ultimately measured in multiple and meaningful ways.

G. Innovation

To achieve the District's vision and mission, as well as to align the District's practices and operations with the District's Strategic Plan and Learning Platform, Birdville ISD needs the flexibility to exert local control, at both the District and campus levels, to promote:

- Innovative curricular approaches;
- Innovative instructional pedagogical practices;
- Blended learning and digital ethics;
- Innovative use of learning time by modifying the school calendar and the use of learning time;
- Innovative ideas regarding campus structures, organization, and governance;
- Innovative ways to staff in areas that are difficult to find certified teachers;
- Innovative ideas regarding parental involvement; and
- Innovative ideas regarding community participation.

In order to achieve these lofty goals, the District needs local flexibility in the areas listed above to improve student learning and ensure that graduates are empowered learners, global competitors, responsible citizens, and innovative entrepreneurs.

Subsequently, the District needs more latitude to recruit, retain, and expand the potential for providing high-quality staff in areas where teacher certification can be relaxed, as well as time to provide meaningful professional learning opportunities for staff so that they can enhance their professional capacity and collaborate regarding best practices as they move to the new role of “teacher as the architect of learning.”

The promotion of innovative curriculum and instructional pedagogical practices will help the District provide more engaging and challenging learning, using digital tools and systems so that learning is not confined to the four walls of the classroom and students have a personalized pathway to meet their learning needs. Promoting innovative ideas regarding community participation, campus organization/governance, and parental involvement will help build strong supports for students, schools, and the community by increasing community partnership which brings together education, business, and civic agencies so that every school, family and student will feel supported by, and connected to, the District.

Finally, modifications in the scheduling of the school year and the school day will provide the flexibility necessary to:

- Move from an emphasis on “seat time” to an emphasis on “learning time;”
- Try new innovative approaches that engage students in enriched and accelerated learning opportunities;
- Allow more time for deepening the learning experience for students and staff; and
- Provide more innovative and flexible use of the calendar and the daily schedule to address the current, as well as emerging, needs of students and staff.

IV. Requirements of the Education Code that the Local Innovation Plan Exempts the District From (Upon Adoption of The Plan)

A. Minimum Attendance for Class Credit or Final Grade (TEC §25.092)

Plan Rationale: State law currently requires students attend class 90 percent of the school days on a district calendar to earn credit. The law requires districts to award class credit to students based on the time a student is present in a classroom for instruction, rather than mastery of content and subject proficiency. The 90 percent rule is an arbitrary percentage, which means school districts award credit based on seat time rather than based on content mastery. Flexibility in the abstaining from the requirement means the district won’t have to penalize students who miss class due to enriching activities, academic activities, or other extenuating circumstances that supports the Birdville ISD Strategic Plan and the emphasis on educating the whole child.

To meet the needs of 21st century learners, Birdville ISD is seeking opportunities and options to provide students credit for courses based on content mastery, not the amount of time the student spends in the classroom. Rather, the emphasis is on providing engaging and challenging learning to all students. Changing the paradigm from seat time to learning time, the District needs flexibility to deliver instruction through flexible scheduling and accommodating the needs of students.

One of the overarching goals in the Strategic Plan within the focus area is providing students with the curriculum, tools, resources, and pedagogy to achieve their full potential by taking ownership of their learning and setting high academic goals. This will be accomplished by designing and implementing more responsive learning environments, where blended and personalized learning opportunities are available.

Relief from §25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Moreover, opting out of §25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with TEC §28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with TEC §28.0216.

Relief from §25.092 does not in any way impact or alter existing compulsory attendance requirements or UIL rules. Moreover, opting out of §25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with TEC §28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with TEC §28.0216.

Local Innovation Plan/Guidelines: Exemption from this code would provide flexibility for students for which one or more of the following apply:

- Are unable to attend class in the traditional brick and mortar building because of illness or family concerns.
- Would benefit from a different time structure to the school day.
- Would benefit from virtual and online classes in addition to or in place of the traditional classroom setting.
- Have excused absences and have completed all makeup work.
- Students with legitimate scheduling conflicts including extracurricular and cocurricular activities, academic activities, and other extenuating circumstances.

B. Minimum Attendance for Credit or a Final Grade (TEC §25.092) (FEC LOCAL)

Plan Rationale: According to statute, a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. The 90 percent minimum and the 75 percent floor are arbitrary percentages that are based on "days in class" and not mastery of content matter. Birdville ISD has implemented a blended learning technology initiative that provides students with greater flexibility in making up assignments or completing classwork. Students in grades 6–12 receive a Chromebook that allows them to communicate electronically with their teacher and complete assignments outside of the traditional classroom setting. Exemption from §25.092 will provide educational advantages by promoting active learning through innovation in the methods, locations, and times instruction may be delivered, and accommodating students with legitimate scheduling conflicts or absences.

Relief from §25.092(a)(1) and §25.092(b) will not impact or alter existing compulsory attendance requirements or UIL rules. Opting out of §25.092(a)(1) and §25.092(b) in no way limits or modifies a teacher's right to determine the final grade in accordance with TEC §28.0216.

Local Innovation Plan/Guidelines: In order to meet the needs of 21st century learners, Birdville ISD is requesting relief in the area of minimum attendance for class credit or final grade in the following ways:

- Both the 90 percent and 75 percent rules governing attendance are based on “days in class” and not mastery of content.
- The District is seeking an exemption to TEC §25.092 to provide greater flexibility in awarding credit or a final grade to students who:
 - Earn a passing grade in order to receive credit;
 - Demonstrate mastery of the content;
 - Are present for less than 75% of the days in class due to District-approved extenuating circumstances;
 - Provide District-approved documentation supporting the extenuating circumstances; and
 - Meet all requirements in the principal’s plan and/or the requirements of the attendance committee for receiving credit or a final grade.

C. First Day of Instruction (TEC §25.0811)

Plan Rationale: The Strategic Plan emphasizes the importance of responsive learning environments, students reaching their full potential, and the importance of students producing authentic work products that are indicative of high-level thinking and incorporate 21st Century skills. TEC §25.0811 inhibits these goals by prohibiting the District from beginning instruction before the fourth Monday in August. Flexibility to begin instruction earlier in the calendar year will enable the District to be more responsive to students by balancing the amount of instructional time in the semesters, which will allow teachers to better pace and deliver instruction before and after the winter break. Another important consideration is the fact that by delaying the start of school, summer activities are pushed later into June. Thus, things such as summer school, summer enrichment programs, and other sports activities are delayed because of starting school later. In addition, by having the flexibility to start and end the school year earlier, students will be able to enroll in college courses that start in early June, thereby increasing college and career readiness. Finally, for students transitioning from elementary school to middle school, and from middle school to high school, starting the school year earlier will promote social and emotional learning by giving those students additional time and support to enable them to adjust socially and emotionally to their new campus environments.

Local Innovation Plan/Guidelines: Birdville ISD is seeking local control of establishing the instructional calendar by allowing the first day of instruction to begin prior to the second Monday in August based upon the needs and input of the Birdville ISD stakeholders. Other considerations in establishing the instructional calendar will be:

- Moving to nine-week grading periods;
- Ending the first semester prior to the holiday break;
- Aligning the calendar with college/university semesters for dual credit, Advanced Placement exams, and STAAR/EOC timelines;
- Providing days for professional learning/breaks between grading periods for parent conferences and PLC planning;
- Allowing school to start classes as a short week, easing the transition for students entering prekindergarten, kindergarten, middle school, and high school; and

- Seeking innovative instructional arrangements that promote learning.

D. Class Size in Grades Prekindergarten–4 (TEC §25.112, §25.113) (BF LEGAL, EEB LEGAL)

Plan Rationale: The TEC currently requires the District to maintain a class size of 22 students or less in each prekindergarten through fourth grade class. When a class exceeds this limit, the district must complete a waiver with the Texas Education Agency (TEA). These waivers are rarely rejected by the TEA, making the process of applying for a waiver no more than an administrative step of putting the TEA on notice. Along with the waiver, the District is required to notify parents of the waiver or exception to the class size limit. Many times, soon after the waiver is submitted, students move out of the District and the class returns to a size at or below 22 students, thus negating the need for the waiver or notification to parents.

Local Innovation Plan/Guidelines: The average class size in prekindergarten through fourth grade in Birdville ISD is 22 students. However, numerous circumstances each year necessitate applying for class-size waivers. While Birdville ISD certainly believes that small class size plays a positive role in the classroom, research does not support a negative effect when only one or two more students are added. Class size must be balanced with the logistics of funding, availability of resources and space, parental requests or desires, and adding staff. Birdville ISD's purpose is not to disregard the intent of class size ratios, but rather to allow the District more flexibility and control in determining appropriate class sizes based on the unique facts and circumstances.

- Birdville ISD will establish local ratios for all prekindergarten through fifth grade classes and will attempt to keep all classes sufficiently staffed, but will allow local consideration in placing students.
- A TEA waiver will no longer be filed when a prekindergarten–4 classroom exceeds the 22:1 ratio.
- The Board of Trustees will be notified of all class sizes that exceed the locally established ratios.

E. Suspension of Students in Grades Below Third (TEC §37.005) (FOB LEGAL)

Plan Rationale: Students below grade three may not be placed in out-of-school suspension unless the student engages in behaviors that include weapons, violent offenses or being under the influence. There are times when students engage in behaviors that do not necessarily fit into the categories of weapons, violent offenses or being under the influence, but warrant removal from the instructional setting. An example might include students who engage in “persistent misbehaviors” that are deemed to be harmful to the student or others. Currently, students in these situations sometimes fail to understand the seriousness of their behaviors due to administrative limitations in responding to their behaviors.

Local Innovation Plan/Guidelines: The District will establish a district protocol to facilitate appropriate disciplinary steps to address the behavior of students in grades three and below. The protocol might include consideration of such student behaviors by campus administration in collaboration with district support staff. In an effort to provide and maintain a high quality learning environment that is safe and orderly for all students, this flexibility will allow for school-based decision making to more effectively ensure the safety and security of all students and staff. The superintendent or designee will report to

the Board after the end of each school year the number of students in pre-K through second grade placed in out-of-school suspension.

F. Designation of Campus Behavior Coordinator Provisions (TEC §37.0012) (FO LEGAL & LOCAL)

Plan Rationale: This code requires one individual be named on each campus as the campus behavior coordinator. By placing this duty on one administrator, rather than allowing assistant principals to be responsible for this duty with the students assigned to him/her, it creates great inefficiencies and limits the effectiveness of the administrative team. The burden of placing this on one person is not sustainable, especially in a large school. The additional stress it creates to staff, students, and families should be avoided by allowing multiple administrators to spread these responsibilities among a team so that each administrator has the ability to know the students. This approach recognizes the importance of assistant principals building relationships with the students and families assigned to them so they are in a better position to handle discipline concerns and the management of behavior issues and consequences in a consistent manner. In order for the District to promote the social and emotional learning of its students and foster the connection between actions and consequences, the District seeks relief from this Code. This will allow for more student-centered behavior management programs that have the support and buy-in of the students, staff members, parents, and local community.

Local Innovation Plan/Guidelines: The principal may delegate the duties of the Campus Behavior Coordinator to campus administrator(s) to best serve the needs of students and families, and the District will provide the training and guidance necessary for them to execute the expectations, practices and protocols of Birdville ISD that also meet all other provisions of the Code (SB 107, Chapter 37, and the Student Code of Conduct), (i.e., timely notifications). Exemption from this requirement will provide the following advantages:

- Will provide campuses the opportunity to allow administrators to fully understand and get to know students in their caseload rather than sourcing all discipline matters to one designated campus behavior coordinator.
- Will allow campuses to use a collaborative approach to discipline.
- Will allow campuses the flexibility to best meet the needs of their students and their families.

H. Teacher Certification (TEC §21.003(a), §21.057; §21.0031; §21.053) (DK LEGAL, DK LOCAL, DK Exhibits, DBA LEGAL, DBA LOCAL, DF LEGAL)

Plan Rationale: TEC §21.003 states that “a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.” In the event an appropriately certified teacher cannot be found, the District must request an emergency certification from TEA and SBEC. These rules are burdensome and do not consider the unique needs and circumstances of the district. Certain subject areas, in particular, Career and Technical Education (CTE), Science, Technology, Engineering, and Mathematics (STEM) courses, dual credit, and world language courses, are content areas where recruiting and hiring quality staff that are properly certified and/or have industry experience to teach courses that require students to pass industry certification/licensure

exams becomes extremely difficult.

Local Innovation Plan/Guidelines: Birdville ISD is committed to placing a dynamic instructional leader in every classroom. In order to best serve Birdville students, decisions on certification will be handled locally. District-level administrative staff will have the ability to consider out-of-state or out-of-country educator certifications and professional qualifications or credentials of candidates, as well as to review the strengths and qualifications of campus staff to make local recommendations for teaching outside of certain certification areas in hard-to-fill positions, as allowed by locally established policy. The superintendent or designee will approve all local certifications and will report to the Board of Trustees. The District does not wish to be exempted from any existing laws relating to teacher contracts or teacher benefits. Moreover, the District's local teacher certification qualifications and guidelines will maintain the requirements for criminal background checks and classroom management training and preparation, including optional support as specified by the TEC.

Flexibility to establish its own teacher certification requirements affords the District the following advantages:

- Industry certified and/or trade professionals to teach specialized certification courses;
- Greater number of CTE/STEM/world languages/dual credit course offerings resulting in more opportunities for students;
- Realistic requirements for professionals transitioning from industry to teaching;
- Ability to employ part-time professionals to teach specialty courses;
- Provide more students the opportunity to fulfill graduation requirements/endorsements; and
- Enhance the District's ability to compete for qualified individuals not yet certified.

I. Probationary Contracts (TEC §21.202(b), §21.211(b)) (DCA LEGAL)

Plan Rationale: Under current guidelines, probationary periods for newly hired teachers who have been in public education for at least five of the previous eight years cannot exceed one year. This limited period is insufficient in some cases to fully determine the teacher's effectiveness in the classroom. By exempting the District from this law, the District:

- will have the flexibility of hiring a probationary teacher for a second year to provide for more growth and coaching when the teacher is hired under the five-of-eight rule; and
- will have the flexibility to suspend a teacher without pay when under allegation that is covered in Educator Code of Ethics. Any decisions made regarding suspension without pay would be open to appeal through the grievance process.

Local Innovation Plan/Guidelines: Relief from Texas Education Code §21.202 will permit the District the option to issue a probationary contract for a period of up to two years for experienced teacher, counselors, or nurses newly hired in Birdville ISD. This will allow Birdville ISD to better evaluate a teacher's effectiveness. In addition, this would also allow the District to have the flexibility to suspend a teacher without pay when under an allegation that is covered in Educator Code of Ethics. Any decisions made regarding suspension without pay would be open to appeal through the grievance process. This exemption will allow the District to make employment and financial decisions that are in the best interest of the District when an employee is alleged to have violated serious provisions of the Educator Code of Ethics or law, including crimes against children.

J. Teacher Appraisal System (TEC §21.352(c) (DNA LOCAL)

Plan Rationale: The state currently requires use of a teacher appraisal system called the Texas Teacher Evaluation and Support System (T-TESS). Birdville ISD is currently using T-TESS as its teacher appraisal system. While this system is designed to meet the needs of the entire state, Birdville ISD seeks to customize certain aspects of the system to better meet the needs of its teachers and campus administrators.

Local Innovation Plan/Guidelines: The District seeks to allow teachers who have demonstrated high-quality performance the opportunity to be exempt from a full appraisal under certain circumstances that are locally established. A non-probationary teacher may be exempt if he/she meets the local criteria. These innovation strategies offer local benefits including increased opportunities for more unannounced walk-throughs, which are more reflective of what is happening in a teacher's classroom than a scheduled observation. This flexibility will increase an administrator's ability to focus on struggling or new teachers, and will continue to allow administrators to have meaningful professional interactions with all campus staff. In addition, the District will establish procedures and criteria to allow for less-than-annual appraisals for all non-principal, professional staff under contract. The criteria will include specific procedures for appraisals, including the conditions under which a non-principal, professional employee must be appraised annually.

K. Teacher Mentor Program (TEC §21.458) (DEAA LEGAL)

Plan Rationale: The Texas Education Code implements a significant number of requirements related to the qualifications to serve as a teacher mentor, how long a mentor must be assigned, mentor training, how many mentor sessions are required, etc. These are statewide requirements without any consideration of local needs or the specific needs of a mentor program at Birdville ISD and may limit the number of teachers who can serve or who are willing to serve in a mentor role.

Local Innovation Plan/Guidelines: The development of a robust mentoring program is an identified need; however, Birdville ISD will create a locally-designed mentor program that more appropriately meets the needs and interests of its administrators and teachers. This program will be designed with input from campus administrators and teaching staff.

L. Ejection of Individuals from Facilities (TEC §37.105) (GKA LEGAL, GKA LOCAL, GF LOCAL, FNG LOCAL)

Plan Rationale: The TEC allows a school administrator, school resource officer, or school district peace officer to refuse to allow a person to enter on or may eject a person from district property if the person refuses to leave peaceably on request and either the person poses a substantial risk of harm to any person or the person behaves in a manner that is inappropriate for a school setting and persists in the behavior despite being given a verbal warning. Under current law, the administrator, resource officer, or peace officer must maintain a record of each verbal warning of potential removal from a school facility that is issued, including the name of the person to whom the warning was issued and the date of issuance. At the time a person is refused entry to or ejected from a school district's property, the district shall provide to the person written information explaining the appeal process. And, under the commissioner's rules adopted under the authority granted in the TEC, the person refused entry or ejected from the facility must be given the

opportunity to appeal the decision to the Board of Trustees within 90 calendar days. These additional, administratively burdensome requirements, are impractical and potentially impossible to fulfill when an individual is dealing with an unruly individual. It is reasonable to believe that requesting such information could also escalate a situation that is already proving to be disruptive. Further, it is impractical to provide written notice of an appeal process at many events, like athletic events or public meetings, when the removal is only the immediate event and there is not ready access to forms or a computer or printer. Furthermore, the District already has a process for taking grievances to the Board of Trustees and there is not a justified need for a unique process or timeline.

Local Innovation Plan/Guidelines: Birdville ISD administrators, school resource officers, or school peace officers will retain their authority to refuse to allow a person to enter on or may eject a person from district property if the person refuses to leave peaceably on request and either (1) the person poses a substantial risk of harm to any person or (2) the person behaves in a manner that is inappropriate for a school setting and persists in the behavior despite being given a verbal warning. However, the following requirements will no longer be applicable: maintaining a written log of verbal warnings; providing written notice of the appeal process at the time of ejection; internet posting of the requirements and appeal process; and the ability to appeal the decision to the Board of Trustees within 90 calendar days.

Exemption from these requirements will allow the District to exercise appropriate authority and processes related to unruly individuals on campuses and at other facilities in an effective and efficient manner, but do so without conducting the unnecessary and administratively burdensome requirements and avoiding potential escalation of already difficult situations. If an individual is banned from returning to Birdville ISD property for an extended period of time, the individual will receive written notification.

AC

M. School Health Advisory Council (SHAC) Meetings – (TEC §28.004) (BDF LEGAL, BDF LOCAL)

Plan Rationale: Texas Education Code Section 28.004 requires the school board of each school district to establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education

instruction. Further, the law requires the health advisory council to meet at least four times each year.

Local Innovation Plan/Guidelines: Due to the size of the District, Birdville ISD seeks exemption from the statutory provision requiring the SHAC to meet at least four times each year. This innovation will be implemented by the District as follows:

- The SHAC will meet twice per year – once in the Fall and once in the Spring.
- The Board will be kept informed following each SHAC meeting.
- This exemption directly supports the District's commitment to health education and instruction without overburdening designated council members.

N. Transfer of Student – (TEC §25.036) (LOCAL POLICY FDB)

Plan Rationale: Currently, under TEC §25.036 a district may choose to accept, as transfers, students who are not entitled to enroll in the District. The transfer policy for non-resident

students must be a one-year commitment on the part of the District.

Local Innovation Plan/Guidelines: Relief from the code governing this policy would eliminate the provision of a one-year commitment in the event of an exceptional circumstances which would include, but are not limited to: student misbehavior warranting in or out of school suspension, placement in DAEP or expulsion; or attendance which falls below the TEA truancy standard including absences from school, and or multiple instances of late arrival, early dismissal or late pickup. This exception would not apply to McKinney Vento students due to federal law. Transfer revocation will be handled by the Executive Director of Student Services and may not be appealed.