



# Llano Independent School District

## District of Innovation Plan

Llano Independent School District adopted a set of goals to drive the decision making process. These goals have been updated each year. The adopted goals serve to guide budget preparation, hiring decisions and evaluation of personnel. To achieve the adopted goals of the district, LISD has sought to become a District of Innovation. The exemptions sought provide opportunities for LISD to personalize and enhance learning for all students.

### LISD Instructional Goals:

**SIGNIFICANTLY INCREASE STUDENTS' ACADEMIC PROFICIENCY BY RECRUITING AND RETAINING HIGH QUALITY TEACHERS AS WELL AS CURRENT AND FUTURE ADMINISTRATORS.**

**MONITOR AND ADJUST IMPLEMENTATION OF THE PLAN TO IMPROVE ACADEMIC INSTRUCTION FOR THE DISTRICT'S ADVANCED LEARNERS**

**IMPLEMENT THE PLAN DEVELOPED TO RAISE TEST SCORES OF (ALL) SUB-GROUP(S) AND INCREASE PARENT PARTICIPATION, EXTRA-CURRICULAR PARTICIPATION, ETC.**

## Planning and Decision-Making Committee Members

NAME	TITLE	CAMPUS	Term Ends
Lisa Miiller	Business Representative	LISD	MAY-17
Becky Lange	Community Representative	LISD	MAY-17
Rick Tiffin	Community Representative	LISD	MAY-17
Pam Peterson	District-Wide Parent	LISD	May -17
Sandy Osbourn	Elementary Parent	LES	MAY-18
Shelly Clopton	LES Parent	LES	May-17
Karla VanItem	LES Teacher	LES	MAY-17
Carol Cunningham	LES Teacher	LES	MAY-17
Doug DeBord	LES Non-Teaching Staff	LES	MAY-18
Ashleigh Monnig	PES Teacher	PES	MAY-17
Marsha Rollins	PES Teacher	PES	MAY-18

Maela Edmonson	PES Non-Teaching Staff	PES	MAY-18
Keesha Fly	JH Parent	JH	MAY-18
Chris Carrell	JH Teacher	JH	MAY-18
Julie Sueltenfuss	JH Teacher	JH	MAY-18
Beth Prokop	JH Non-Teaching Staff	JH	MAY-18
Stephanie Acuna	HS Parent	HS	MAY-18
Lisa Petty	HS Teacher	HS	MAY-18
Jil Dillard	HS Teacher	HS	MAY-18
Jeni Neatherlin	HS Non-Teaching Staff	HS	MAY-18
David Waters	Assistant Superintendent	CO	MAY-18

**Term: 5 years**

The term of the plan is for five years beginning August 1<sup>st</sup> 2017 and terminated August 1<sup>st</sup> 2022 or amended earlier by the Board of Trustees in accordance with the law. I within the term of this Plan, other areas of operations are to be considered for flexibility as part of HB 1842, the Board of Trustees will appoint a committee to consider and propose additional exemptions or deletions in the form of an amendment. Any amendment adopted by the Board will adhere to the same term as the original plan.

**School Start Date (Ed. Code 25.0811 (a))**

**Current Statute:** (a) Except as provided by this section, a school district may not begin instruction for students for a school year before the fourth Monday in August.

**Proposal:** Llano ISD would like the flexibility to determine locally, on an annual basis, what best meets the needs of the students and local community for the school start date. Flexibility to start earlier in August would help our district plan for balanced instructional time in the semesters that would support staff development days throughout the year.

**Minimum Minutes of Instruction (Ed. Code 25.081, 25.082 (A))**

**Current Statute:** House Bill (HB) 2610, passed by the 84th Texas Legislature, amends the Texas Education Code (TEC) 25.081, by striking language requiring 180 days of instruction and replacing this language with language requiring districts and charter schools to provide at least 75,600 minutes of instruction (including intermissions and recess). The bill also allows school districts and charter schools to add minutes as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity.

25.082 (a) A school day shall be at least seven hours each day, including intermissions and recesses.

**Proposal:** The flexibility to adjust minutes of instruction will assist with personalizing learning to better meet individual student needs. Early release time would allow for parent-teacher conferences. Also, a later start or additional early release times would accommodate professional development/collaboration opportunities for teachers. Having a flexible school day would allow the district to provide a late arrival, early release, or non-instructional day on a regular basis in order for Professional Learning Communities to deepen their content knowledge, analyze student data, and perfect their craft.

## **90 Percent Attendance Rule (Ed. Code 25.092)**

**Current statute:** 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.

**Proposed flexibility:** The 90 percent rule 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. To create future and job market ready students and learners, LISD would like to investigate the option to provide students credit for courses based on mastery of content and TEKS, not the amount of time the student spends in the classroom. This exemption would allow the district to provide innovative options to promote student engagement in course material in flexible ways, ultimately this would be allowing learning to happen any time, any place, apart from the traditional way of delivering instruction. Our students attain valuable and meaningful learning from extra/co-curricular activities and experiences that currently count against the student's 90% attendance availability if a student has to miss part of the traditional school day. Relief from Section 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League ("UIL") rules. Moreover, opting out of Section 25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with Texas Education Code Section 28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Section 28.0216.

## **Campus Behavior Coordinator Provisions (Ed. Code 37.0012)**

**Current Statute:** 37.0012 requires that a person be designated to serve as the campus behavior coordinator (CBC) who is primarily responsible for maintaining student discipline and implementation of Chapter 37 and allows duties imposed on a campus principal or other campus administrator to be performed by the campus behavior coordinator.

**Proposed flexibility:** The proposal is for the District to abstain from the state requirement that each school have a designated campus behavior coordinator. LISD works collaboratively to determine discipline to ensure students are supported emotionally and socially in a restorative discipline approach. LISD is working in conjunction with community entities to support our students.

## **Teacher Certification (Ed. Code 21.003, 21.057)**

21.003(a) states 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.

21.057 requires districts to provide written notice to parents when an inappropriately certified or uncertified teacher is assigned to the same classroom for more than 30 consecutive instructional days during the same school year.

**Current Statute:** In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must submit a request to the Texas Education Agency. TEA then approves or denies this request.

**Proposed Flexibility:** Allowing Llano ISD to make local decisions about teacher certification would provide our high school the opportunity to offer innovation and increase course selections for CTE courses as well as hard to fill, high-demand courses.. By obtaining exemption from existing teacher certification requirements, the district will have the flexibility to hire staff which could include university professors or internal applicants seeking assignments outside of their traditional certification area. Additionally, our district requests the ability to employ candidates with an associate's degree and/or the appropriate work-related professional certification in the particular course of study for the job in which they are applying. This will increase our applicant pools in specific content areas and afford more students the opportunity to take courses that will enrich their learning. Every effort will be made to employ the most qualified applicants for open positions.

The district seeks the opportunity to provide local certification granted by the Board of Trustees.

**\*\*To obtain local certification for all non-certified persons the Principal must:**

Specify to the Superintendent in writing the qualifications for employment and document credentials the prospective employee possesses that would qualify the individual to teach the proposed subjects.

The Superintendent must report this action to the Board of Trustees at the first board meeting following the assignment.

## **Teacher Appraisal System (Ed. Code 21.203 (c)) (Ed. Code 21.352)**

**Current Statute:** The state is issuing a new teacher appraisal system in 2016-2017, called the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS). The domains within these systems are developed by the State to meet the needs of the entire State of Texas.

Sec. 21.203. EMPLOYMENT POLICIES (c), the employment policies adopted by a board of trustees must require a written evaluation of each teacher at annual or more frequent intervals .

Sec. 21.352. LOCAL ROLE. (a) In appraising teachers, each school district shall use :( 1) the appraisal process and performance criteria developed by the commissioner; or (2) an appraisal process and performance criteria:

**Proposed Flexibility:** A committee of district and campus administrators and teachers will convene to determine the best instrument to support the growth of teachers and administrators within our district. Above mentioned laws will require that state standardized test scores be used as one of the evaluation measures for teachers, exemption is needed to focus on district goals to promote professional learning that focuses on individual growth. Local flexibility is necessary to implement district goals for teacher growth. Additionally, we as a district, would like flexibility to appraise teachers in a manner consistent with their performance at the designation of the administration.

## **Student Discipline (Ed. Code 37.007 c)**

**Current Statute:** TEC Chapter 37 states that a student placed in a DAEP who engages in documented serious misbehavior while on the DAEP campus despite documented behavioral interventions may be removed from class and expelled. "Serious misbehavior" includes: (1) Deliberate violent behavior that poses a direct threat to the health or safety of others; (2) Extortion, meaning the gaining of money or other property by force or threat; (3) Conduct that constitutes coercion, as defined by Penal Code 1.07; or (4) Conduct that constitutes the offense of: a. Public lewdness under Penal Code 21.07; b. Indecent exposure under Penal Code 21.08; c. Criminal mischief under Penal Code 28.03; d. Personal hazing under Penal Code 37.152; or e. Harassment, under Penal Code 42.07(a)(1), of a student or district employee. If the student is expelled, the board or its designee refers the student to the authorized officer of the juvenile court for appropriate proceedings under Family Code Title 3 (Juvenile Justice Code).

LISD works collaboratively to ensure restorative discipline at our Alternative Behavior Center. The Texas Education Code makes no allowance for students whose persistent misbehavior disrupts instruction and is detrimental to the educational environment to be expelled.

**Proposed Strategies:** A student placed in a DAEP who engages in documented serious misbehavior (as defined above) while on the DAEP campus despite documented behavioral interventions may be removed from class and expelled. A student placed in a DAEP who engages in documented persistent misbehavior while on the DAEP campus, despite documented behavioral interventions, may be removed from class and expelled. Expelled students from a DAEP campus could possibly be given the option of attending Saturday school for the term of his/her expulsion in order to gain and/or maintain as many credits as possible during the period of expulsion. Transportation will not be provided.

## **DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS. - Certified Teacher in DAEP**

**Statute: (Ed. Code 37.008 (a) (7))**

(a) Each school district shall provide a disciplinary alternative education program that: (7) employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21

LISD seeks exemption from having a certified teacher in DAEP. Students assigned to our Alternative Behavior Center have classes provided using computer based instruction. The campus administrators will ensure that the staff of the Alternative Behavior Center has the support necessary to properly supervise the students assigned to the program. Certified Teachers will lend assistance as needed.

## **Long Range Energy Plan to reduce consumption**

**Statute: (Ed. Code 44.902)** this law requires districts to decrease electric consumption by 5% and to develop plans for that purpose.

Energy savings are based off campus and community needs. Requiring steps to develop plans creates administrative paperwork, when districts are already seeking fiscal responsibility.