



District of Innovation

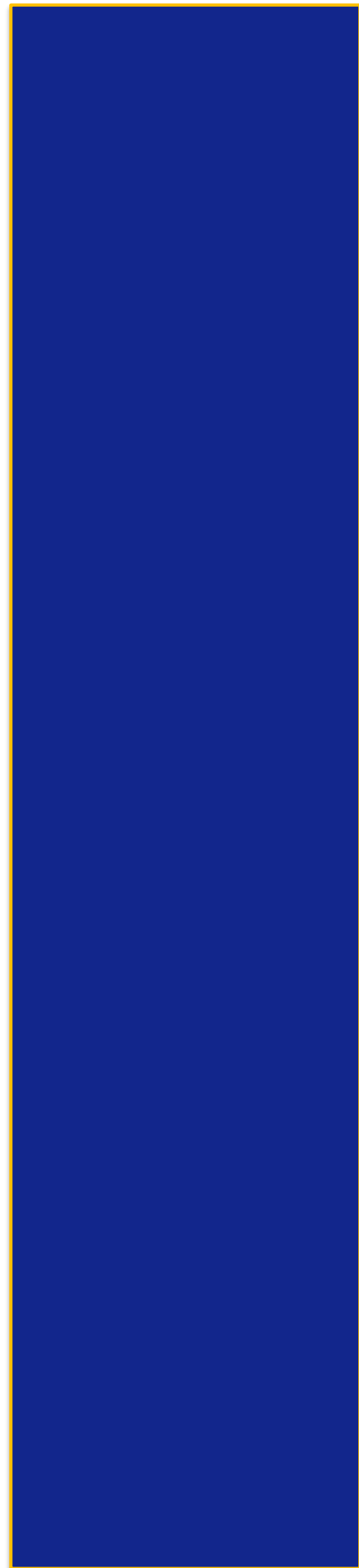


Table of Contents

Introduction	3
Process	3
CHISD DOI Committee Mission.....	3
Exemptions.....	3
Innovation Committee Members.....	4
CHISD District of Innovation Plan.....	6
First Day of Instruction	6
Class Size & Notice of Class Size.....	7
Designation of Campus Behavior Coordinator.....	8
Certification Required, Educator Preparation, Presentation & Recording of Certificates, & Parental Notification.....	8
Probationary Contracts.....	11

INTRODUCTION

HB 1842 was passed during the 84th Texas legislative Session in spring 2015, and provides flexibilities to Texas public school districts designated as a District of Innovation. To access these flexibilities, a school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12A.

Districts of Innovation may be exempted from a number of state statutes and will have:

- Greater local control as the decision makers over the educational and instructional model for students;
- Increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- Empowerment to innovate and think differently.

Districts are not exempt from statutes including curriculum and graduation requirements and academic and financial accountability.

PROCESS

On October 25, 2018, the Chapel Hill Independent School District initiated the process to become District of Innovation by gaining the approval of the District Educational Improvement Committee (DEIC) members.

On November 12, 2018, Chapel Hill ISD presented to the Board of Trustees a resolution to adopt a policy in accordance with Texas Education Code Chapter 12A.

CHISD DOI COMMITTEE MISSION

Chapel Hill ISD is driven by a strategic plan developed collaboratively by teachers, administrators, parents, community members and business representatives. This plan informs the manner in which instruction is delivered and learning is experienced in Chapel Hill ISD.

1. Partner with and involve our diverse community to support Chapel Hill ISD students and staff.
2. Provide the consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives for the highest standard as measured by the Texas Education Agency.
3. Recruit and retain staff that advances the art and science of teaching.
4. Provide quality and safe facilities.

EXEMPTIONS

- I. First Day of Instruction
- II. Class Size & Notice of Class Size
- III. Designation of Behavior Coordinator
- IV. Certification Required, Educator Preparation, Presentation & Recording of Certificates, & Parental Notification
- V. Probationary Contracts

Chapel Hill ISD does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities.

INNOVATION COMMITTEE:

Lamond Dean	Superintendent	Central Office
Steve Lenz	Exec. Dir. of Operations & Administrative Services	Central Office
Lisa Krumm	Exec. Dir. of Curriculum/Instruction & Assessment	Central Office
Lisa LeMon	Exec. Dir. of Finance	Central Office
Dr. LaBotta Taylor	Exec. Dir. of Human Resources & Student Services	Central Office
Joe Bob Hall	Director of Special Education	Central Office
Chuck Munoz	Director of Technology	Central Office
Meri Mullicane	Coordinator Dyslexia/Rtl	Central Office
Belinda Reding	Director of Payroll	Central Office
Shielda Divine	Coordinator of Assessment/Accountability	Central Office
James Fuller	Coordinator of PEIMS	Central Office
Helyn Morriss	Curriculum Specialist	Central Office
Dean Rodgers	Director of Facilities	Central Office
Sheila Thurmond	Curriculum Specialist	Central Office
Dr. Pascal L. Killingsworth, Jr.	Coordinator of Alternative Education	Central Office
James Smith	Community Representative	Community/Business
Alexa Cole	Student Representative	Jackson Elementary
Kayla Cole	Parent Representative	Jackson Elementary
Tammy Humes	Community Representative	Community/Business
Roni Railsback	Student Representative	High School
Jill Crist	Community Representative	Community/Business
Barry Evans	Community Representative	Community/Business
Roy Williamson	Community Representative	Community/Business
Tabatha Ervin-Ryder	Community Representative	Community/Business
Raquel Hamons	Parent Representative	High School
Lavoris Kennedy	Parent Representative	Jackson Elementary
Colette Murrell	Parent Representative	Community/Business
Juan Mejia	Parent Representative	Community/Business
Dr. Sonja Warren	Business Representative	Community/Business
Darren Beard	Community Representative	Community/Business
Les Schminkey	Community Representative	Community/Business
Jim Bell	Business Representative	Community/Business
Windy Savering	Parent/Educator Representative	District Wide
Brad Langley	Educator Representative	High School/CTE
Kathleen Everling	Educator Representative	High School
William Houff	Educator Representative	High School
Catherine Ripka	Educator Representative	High School
Joy Johnson	Educator Representative	High School
Velma Blaylock	Educator Representative	High School
Jason Hooker	Educator Representative	High School
Chalease Denson	Educator Representative	High School
Leslie Rasco	Educator Representative	High School
Jeremy Durham	Educator Representative	High School
Linda Godwin	Educator Representative	High School
Natalie McCord	Educator Representative	High School
Leigh Ann Crump	Educator Representative	High School
Suzanne Gallahan	Educator Representative	High School
Melanie Rivers	Parent Representative	High School
Jill Clay	Educator Representative	Jackson Elementary
Angela Lacy	Educator Representative	Jackson Elementary
Frednisha Jackson	Educator Representative	Jackson Elementary

Melinda Moran	Educator Representative	Jackson Elementary
Jennifer Monk	Educator Representative	Jackson Elementary
Christen Parton	Educator Representative	Jackson Elementary
Lisa Ward	Educator Representative	Jackson Elementary
Kimberly Lutts	Educator Representative	Kissam Elementary
Regina Kennedy	Educator Representative	Kissam Elementary
Tamesa Cheatham	Educator Representative	Kissam Elementary
Charla McClure	Educator Representative	Kissam Elementary
Debbie Solis	Parent Representative	Kissam Elementary
Cathy Sampson	Parent Representative	Middle School
Julie Simms	Student Representative	Middle School
Heidii Godbold	Educator Representative	Middle School
Julie Westerman	Parent Representative	Middle School
Kimberly Harris	Educator Representative	Wise Fine Arts Magnet
Judy O'Briant	Educator Representative	Wise Fine Arts Magnet
Judy Carpenter	Educator Representative	Wise Fine Arts Magnet



CHAPEL HILL ISD DISTRICT OF INNOVATION PLAN

Chapel Hill ISD is driven by eight Board Beliefs/Goals developed in conjunction with our parents, community, and stakeholders. These beliefs/goals drive all decisions regarding teaching and learning in CHISD.

1. Every child has the right to the highest quality education/educational program provided in a nurturing, safe, and orderly learning environment.
2. We hold ourselves accountable to every single child in our district.
3. Education flourishes in an environment where high standards of character and ethics are expected.
4. Education is a shared responsibility among all stakeholders—students, educators, parents, and community.
5. We believe the development of citizenship in all students is essential to a complete education.
6. We believe the development of leadership throughout the organization is critical to our success.
7. All students can and will learn.
8. Learning is enhanced by passionate and highly qualified educators who pursue expertise in their fields and are highly valued by the entire community.

TERM

The district of innovation committee voted to develop a 3-year plan to begin the 2019 – 2020 school year.

In order to best serve our students and align our learning to the CHISD Board goals/beliefs, the district of innovation committee developed a three-year District of Innovation Plan to begin the 2019 – 2020 school year that will provide opportunities to allow the CHISD Board of Trustees the ability to use their best judgement to make decisions regarding the students of CHISD. CHISD is a community with diverse students and unique challenges. Giving the board local control of these decisions will provide lasting effects on our students, parents and community.

I. First Day of Instruction

Exemption from: *TEC §25.0811, TEC §25.0812*

Board Goal/Belief Inhibited: Every child has the right to the highest quality education/educational program provided in a nurturing, safe, and orderly learning environment.

Education is a shared responsibility among all stakeholders-students, educators, parents, and community.

Manner in which law inhibits Board Goals:

TEC §25.0811

The law states that a school district may not begin student instruction before the 4th Monday of August. For many years this was the rule; however, districts had the option of applying for a waiver to start earlier, even as early as the 2nd Monday in August.

TEC §25.0812

The law states that a school district may not schedule the last day of school before May 15.

Proposal: These laws restrict flexibility in the design of annual calendars to fit the needs of the school district and the community. The flexibility to begin instruction earlier in August will enable the district to develop a calendar that best meets the needs of students in CHISD. An earlier start date allows a better balance between semesters, more instructional days prior to mandatory testing and a school end date prior to June. By ending earlier, CHISD can support students who need remediation, as well as students who are entering college or trade school. An earlier start date allows these students to register for summer classes and attend new student orientation meetings without missing instructional time.

Innovation Strategies: This flexibility of start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and local community.

II. Class Size & Notice of Class Size

Exemption from: *TEC §25.112, TEC §25.113*

Board Goal/Belief Inhibited: Every child has the right to the highest quality education/educational program provided in a nurturing, safe, and orderly learning environment.

Manner in which law inhibits Board Goals:

TEC §25.112

A school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. On application of a school district, the commissioner may except the district from the limit in if the commissioner finds the limit works an undue hardship on the district. An exception expires at the end of the school year for which it is granted.

TEC §25.113

A campus or district that is granted an exception under from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception.

Flexibility with regard to class size and notice of class size prevents situations where students or teachers must be moved to new classes after positive working relationships have been established. Preventing such moves increases consistency in the delivery instruction and the ability of teachers to learn students' needs and learning styles. Teachers are better able to individualize instruction when they have appropriate time to assess and understand students' needs and learning styles. Additionally, students can be served at their preferred or neighborhood campus rather than being transported to a different campus.

By addressing class size at the local level, the district can utilize a more efficient process for addressing class-size increases; therefore, administrators will have more time to focus on other tasks such as supporting the goals and vision of the district.

Proposal: The current laws restrict consistent delivery of an innovative curriculum that: individualizes instruction, motivates and meets the needs of all students, addresses varied learning styles, and strives toward the highest standard as measured by the Texas Education Agency. Flexibility with regard to class size and notice of class size prevents situations where students or teachers must be moved to new classes after positive working relationships have been established. Preventing such moves increases consistency in the delivery instruction and the ability of teachers to learn students' needs and learning styles. Teachers are better able to individualize instruction when they have appropriate time to assess and understand students' needs and learning styles. Additionally, students can be served at their preferred or neighborhood campus rather than being transported to a different campus. This will create a more positive culture for our district and community. By addressing class size at the local level, the district can utilize a more efficient process for addressing class-size increases and creating more efficient communication by eliminating redundant notifications; therefore, administrators will have more time to focus on other tasks such as supporting the goals and vision of the district.

Innovation Strategies: The District will strive to keep the student-teacher ratio at 22:1 for classes in grades K – fourth. When a class in grades K – fourth has a student-teacher ratio of 24:1, the Board of Trustees will be notified at its next regularly scheduled meeting and the Superintendent will add an instructional aide to the classroom. Exceptions for class sizes will not be sought from the Commissioner of Education; consequently, notices of exceptions will not be required.

III. Designation of Campus Behavior Coordinator

Exemption from: *TEC §37.0012*

Board Goal/Belief Inhibited: Every child has the right to the highest quality education/educational program provided in a nurturing, safe, and orderly learning environment.

Manner in which law inhibits Board Goals:

TEC §37.0012

A person at each campus must be designated to serve as the Campus Behavior Coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline.

Flexibility with regard to the designation of campus behavior coordinators allows for greater collaboration when addressing the social and emotional learning of students. Time and resources can be spent on fostering positive school culture and implementing multi-systemic prevention and intervention programs.

Proposal: Under the provisions on the Texas Education Code and in line with expectations of the district, Chapel Hill ISD will assign a campus level administrator along with a selected group of educators and students to serve as the Campus Behavior Coordinator. This coordinator will facilitate behavior meetings and interpret the fairness and equability of the student code of conduct as approved by the Board of Trustees.

Innovation Strategies: CHISD will focus on building a Culture of Excellence that fosters the development of social-emotional learning. In addition to exempting the district from the application of *TEC §37.0012*, any authority, responsibility, or duty granted to a Campus Behavior Coordinator by law or CHISD Board Policy shall be exercised by other appropriate school officials.

IV. Certification Required, Educator Preparation, Presentation & Recording of Certificates, & Parental Notification

Exemption from: *TEC §21.053, TEC §21.057, TEC §21.003(a)*

Board Goal/Belief Inhibited: Every child has the right to the highest quality education/educational program provided in a nurturing, safe, and orderly learning environment. All students can and will learn. Learning is enhanced by passionate and highly qualified educators who pursue expertise in their fields and are highly valued by the entire community.

Manner in which law inhibits Board Goals:

TEC §21.053

A person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding. An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

TEC §21.057

A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. The Superintendent of the school district shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The school district shall: make a good-faith effort to ensure that the notice required by this section is provided in a bilingual form to any parent or guardian whose primary language is not English; retain a copy of any notice provided under this section; make information relating to teacher certification available to the public on request.

“Inappropriately certified or uncertified teacher” includes an individual serving on an emergency certificate issued under Section 21.041(b)(2) or an individual who does not hold any certificate or permit issued under this chapter and is not employed as specified by Subdivision (2)(E).

“Inappropriately certified or uncertified teacher” does not include an individual who is: a certified teacher assigned to teach a class or classes outside his or her area of certification, as determined by rules proposed by the board in specifying the certificate required for each assignment; serving on a certificate issued due to a hearing impairment under Section 21.048; serving on a certificate issued pursuant to enrollment in an approved alternative certification program under Section 21.049; certified by another state or country and serving on a certificate issued under Section 21.052; serving on a school district teaching permit issued under Section 21.055; or employed under a waiver granted by the commissioner pursuant to Section 7.056.

This section does not apply if a school is required in accordance with Section 1111(h) (6)(B)(ii), No Child Left Behind Act of 2001 (20 U.S.C. Section 6311), and its subsequent amendments, to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school provides notice as required by that Act.

Flexibility in the noted requirements allows the district to make specific employment decisions exclusively at the local level. Making local decisions about recruiting and employing effective and experienced individuals who do not hold a teaching certificate increases the degree to which the district can offer an innovative curriculum and instruction.

TEC §21.003(a)

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. **Note: This exemption does not apply to Special Education or Bilingual teachers as they still must continue to be SBEC certified.**

Proposal: Chapel Hill ISD will make every attempt to hire the most qualified individuals with appropriate certifications by the appropriate state agency for the position in question. Primarily certified teachers will be sought before locally certified personnel. However, when that is not reasonably possible, the district will have the flexibility to hire the most qualified individuals who are experienced and knowledgeable in the area and equipped to effectively perform the duties of the position in question.

A. All decisions regarding teacher certification and assignments will be decided locally, to serve the needs of students, the district, and community.

B. The campus principal must submit to the superintendent a request to allow a certified teacher to teach one section in a related field in which he/she is not certified.

1. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses that would qualify this individual to teach a related subject that is outside the certification of that particular teacher.
2. Emergency situations creating the need for this assignment should also be noted and stated reasons documented.

C. Chapel Hill ISD will allow District Teaching Certifications based on skills and experiences outside the traditional teacher certification pathway.

1. An individual with certain qualifications who is not state certified as a teacher can be eligible to teach in hard to fill positions including, but not limited to, TEA approved shortage areas such as

Languages Other than English (LOTE), Career & Technical Education (CTE), etc. The exception to this would be that of State Tested Subjects and Core class subjects, only certified teachers should fill these positions unless no certified teachers can be found and the campus is able to prove all viable options have been exhausted.

2. A person seeking District Teaching Certifications should have the abilities and related knowledge/experience to fulfil the requirements of the position.
3. The principal must submit to the Superintendent and/or the Superintendent's Designee a request for District Teaching Certification outlining all the individual's credentials/qualifications.
4. Qualifications that may be considered can include, but are not limited to: a. Professional work experience. b. Formal training and education, including an Associate's Degree (CTE), certification in their field and Bachelors/Masters/Doctoral Degrees. c. Active professional relevant industry certification or registration. d. Combination of work experience, training, and education. e. Demonstration of successful experience working with students. f. Bachelor's Degree may be waived in certain CTE courses with sufficient professional work experience and certification. g. Demonstration of language proficiency for LOTE and bilingual education teachers.
5. The Superintendent and/or the Superintendent's Designee will then approve the request if he/she believe the individual possesses the knowledge, skills and experience required of the position and feel the individual could be an asset to students.
6. An employee working under a District Teaching Certification will not receive a term contract but will work on a probationary contract.
7. Board of Trustees will be notified no less than one (1) time per semester of the number of teachers who have District Teaching Certifications.
8. Teacher certification waiver, state permit applications, notifications, or other paperwork will not be submitted to the Texas Education Agency, as the district will be exempt from notification regulations.
9. An employee working under a District Teaching Certification will adhere to the same professional standards, ethics, and requirements of all certified teachers.
10. An employee working under a District Teaching Certification will be appraised under the same teacher appraisal system as required of all certified teachers.
11. The campus will be responsible for notifying parents in writing of any core subject that is not being taught by a certified teacher within 30 days of that teacher taking over the classroom.

D. In order to ensure high quality instruction, Chapel Hill ISD will provide additional support for candidates hired under a CHISD local teacher certification.

1. The campus principal and program director will create a personal professional development plan for each locally certified teacher.
2. When possible, lesson plans for the locally certified teacher will be created in partnership with certified teachers in the same or similar field.
3. Locally certified teachers will receive additional professional development and support for

classroom management, pedagogy and educational law. CHISD locally certified teachers will receive a designated mentor who will provide support including, but not limited to, classroom observations and planning support at least once per week during their first year.

Innovation Strategy: This strategy will allow CHISD to have the flexibility to hire the most qualified individuals who are experienced and knowledgeable in the area and equipped to effectively perform the duties of the position in question.

V. **Probationary Contracts**

Exemption from: *TEC §21.102*

Board Goal/Belief Inhibited: Learning is enhanced by passionate and highly qualified educators who pursue expertise in their fields and are highly valued by the entire community.

Manner in which law inhibits Board Goals:

TEC §21.102

A person who is employed as a teacher by a school district for the first time shall be employed under a probationary contract. A probationary contract may not be for a term exceeding one school year. The probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.

Note: A "teacher" means a principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under TEC §21, Subchapter B.

Flexibility with regard to probationary contracts allows the district sufficient time, when needed, to determine a teacher's effectiveness. Adequately determining a teacher's effectiveness makes it more likely that only those teachers who advance the art and science of teaching will be retained.

Proposal: Under current guidelines, probationary periods for newly hired teachers and counselors who have been in public education for at least five of the previous eight years cannot exceed one year. This limited time period is insufficient in some cases to fully determine the staff member's effectiveness.

Innovation Strategy: The district will have the option to issue a probationary contract for a period of up to two years for experienced teachers and counselors newly hired in Chapel Hill ISD.