

Boling ISD District of Innovation Plan
Approval by DOIC: September 24, 2018
Posted: September 25, 2018
Approval by BISD Board: November 13, 2018

Boling Independent School District (BISD) is driven by the goals and objectives outlined in our district improvement plan, Board goals, district mission statement, and community input. These factors drive all decisions regarding teaching and learning in BISD.

In order to better serve our students and align our learning to BISD goals, we have developed a five-year District of Innovation Plan to provide opportunities that allow the BISD Board of Trustees the ability to use their best judgement to make decisions regarding the students of BISD. BISD is a community with diverse students and unique challenges. Giving the Board and administration local control of these decisions will provide lasting effects on our students, parents, and community. The District of Innovation Plan targets three areas including Certifications, Student-to-Teacher Ratio, and School Calendar.

District of Innovation Plan

Term: The term of the plan is for five years, beginning August 1, 2019 and ending July 31, 2024, unless terminated or amended earlier by the Board of Trustees in accordance with the law. If, within the terms of this Plan, other areas of operations are to be considered for flexibility as part of HB 1842, the Board will nominate a new committee to consider and propose additional exemptions in the form of an amendment. Any amendment adopted by the Board will adhere to the same term as the original plan. The District may not implement two separate plans at any one time.

Certification - General (TEC §21.003a) (DBA LEGAL) (DBA Local)

Exemption from TEC 21.003, 21.053, & 21.057

Related Board Policies: DBA (Legal/Local); DK (Legal/Local)

Manner in which statute inhibits the goals of the plan: TEC 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.

Innovative Strategies:

1. The campus principal may submit to the Superintendent a request for local certification that will allow a certified teacher to teach one subject in a related field for which he/she is not certified. 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 the proposed subject. Emergency or financial situations creating the need for this assignment should also be noted.

2. The current certification requirement severely limits the district's options to hire professionals with work related experience or degrees to teach a variety of courses, including CTE and STEM related courses. In order to provide more students the opportunity to take such courses, and obtain industrial certifications, the District seeks to establish its own local qualification requirements instead of the requirements set forth in TEC 21.003(a). The district does not wish to be exempted from any existing laws relating to teacher contracts or teacher benefits. This exemption will allow the district to:
 - a. Consider part time professionals to teach courses
 - b. Provide an opportunity for professionals to transition from other work related jobs to the teaching profession
 - c. Increase the number of CTE and STEM type courses available
 - d. Grant trade related professionals the ability to teach related courses
3. The Superintendent will report this action to the Board of Trustees as soon as practical.
4. A teacher certification waiver, state permit applications, or other paperwork will not be submitted to the Texas Education Agency.
5. All candidates would be carefully considered to ensure the individual has sufficient education and expertise to provide instruction necessary to meet the TEKS for the course to be taught. Qualifications would include demonstrated subject matter expertise, such as: professional work experience, formal training and education, relevant industry license, certification, or registration; or any combination of these deemed sufficient by the Superintendent and Board of Trustees.
6. The district will ensure criminal background checks are completed as required by the State Board of Education (SBEC).

Student to Teacher Ratio, Kindergarten-4th

Exemption from TEC 25.111, TEC 25.112, & TEC 25.113

Related Board Policies: EEB (Legal/Local)

Currently Kindergarten – 4th Grade classes are to be kept at a 22 student to 1 teacher ratio according to state law. When a class exceeds this limit, the district must complete a waiver with the Texas Education Agency. These waivers are not rejected by TEA, and becomes more of a paperwork process. Along with the waiver, it is required that a letter is sent home to each parent in the section that exceeds the 22:1 ratio, informing them the waiver has been submitted. Many times soon after the waiver is submitted, students move out of the district, and the 22:1 ratio is regained. TEC 25.111 requires Districts to employ a sufficient number of certified teachers to maintain an average of not less than 1 teacher for each 20 students in average daily attendance. Currently, BISD is experiencing slow growth. However, there is potential future enrollment could arise quicker than we could respond with our current staff and/or facilities. For this reason, we need flexibility in our student to teacher ratio to accommodate this growth until we can expand our current facilities or hire additional teachers.

Innovative Strategies: While we certainly believe that small class size plays a positive role, there are times when adding another teacher is not feasible (temporary back-to-school and mid-year enrollment spikes, classroom availability, etc.)

1. BISD will strive to keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the Superintendent will report to the Board of Trustees.

2. In the event a K-4th core classroom reaches 25:1, the campus will notify the parents of the students in the classroom and work to reduce the ratio as soon as fiscally possible.
3. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio.
4. This provides BISD with the flexibility to manage, without the burden of bureaucracy related to submitting waivers to the Texas Education Agency.
5. BISD will allow a class size of up to 25:1 in K-4th in the event student enrollment randomly spikes, and BISD is unable to resolve using current facilities.
6. If an unforeseen circumstance arises, and BISD fails to employ a sufficient number of certified teachers to maintain an average of not less than 1 teacher for each 20 students in average daily attendance, the Superintendent will formally report to the Board of Trustees and submit an action plan to resolve the issue.

School Calendar- Adjust School Start, Need for Local Control

Exemption from TEC 25.0811

Related Board Policies: EB (Legal/Local)

Currently, students may not begin school before the 4th Monday of August. For several years this was the rule, however, districts had the option of applying for a waiver to start earlier. Many districts completed the waiver process and began school the 3rd Monday, with some beginning as early as the 2nd Monday. The Texas tourism groups lobbied to have this stopped because they believed it was hurting their tourism business. Consequently, legislation ultimately took away related waivers and mandated that districts not begin until the 4th Monday (no exceptions). The BISD District Improvement Plan emphasizes the importance of learning, college and career readiness, and social/emotional learning. TEC Section 25.0811 inhibits these goals by prohibiting the District from beginning instruction before the fourth Monday of August.

In 2019-20, by rule, the first day of school will be August 26th. Consider related consequences...

1. The later start will postpone the end of the semester until January, after the Christmas Break. Since there would not be sufficient time to complete 3 grading cycles, students will be forced to retain information through the break for January semester exams.
2. A later Graduation date creates conflict for those planning to enroll in college in late-May/June (college application deadlines, final GPA calculations, updated transcripts, etc.)
3. Limits holidays and staff development opportunities throughout the year if we maintain a calendar designed to graduate prior to June 1

Considerations...

1. An earlier start date would allow for staff development opportunities throughout the year (August, October, and January/February). August is a crucial time as we prepare for the new school year, and each year presents new challenges. Some challenges aren't realized until after our students have completed a grading cycle, so we believe offering additional staff development in October is important. With an earlier start date, we wouldn't be able to incorporate staff development in August, October, and January/February without pushing graduation near or into June.
2. An earlier start date will allow for 3 grading cycles to end in December, and for Semester Exams to be completed prior to Christmas Break, thus avoiding related

retention loss due to a long break before summative exams. This is also advantageous to our students who move over the Christmas Break, by earning full credits prior to transfer.

3. The 187 teacher contract days are served not only during the year, but in meaningful summer staff development designed to prepare and plan for the upcoming school year.
4. An earlier start date allow students, teachers, band staff, coaches, and others to return to a schedule much sooner. With practices starting in early August, we have students returning for practices significantly earlier than the beginning of school. This causes transportation difficulties for some students. By having students in school sooner, their routines are more established and school transportation is more available.

Innovative Strategies: To allow for a school calendar that meets the local needs of our community, we would like to consider moving the mandatory start date ahead one week which would better benefit our students.

- Students will begin no earlier than the 2nd Monday of August.
- Teachers will begin no earlier than the 1st Monday of August
- Goal is designed to improve the district attendance rate, and student success, through the flexibility in the calendar.
- Goal is designed to allow students to complete semester requirements prior to Christmas Break, pursuing better student performance.
- Goal is designed to allow students to enroll in college courses in late-May/June, thereby increasing college and career readiness.

BISD Proposed District of Innovation Timeline

September 11, 2018	Board Meeting to consider Proposed Resolution Public Hearing to consider developing a local innovation plan for the designation as a District of Innovation Board may either decline to pursue the designation or appoint an Advisory Committee to develop the plan
September 17, 2018	First District of Innovation Advisory Committee Meeting, 9:00 AM, BISD Board Room
September 18, 2018	District of Innovation Advisory Committee Presentation of Proposed DOI Plan to Campuses. Feedback requested.
September 24, 2018	Second District of Innovation Meeting, 9:00 AM, to discuss any feedback and make changes as appropriate. DOI Committee vote to approve plan.
September 25, 2018	Post proposed DOI Plan on District website Board Letter of Intent to Vote submitted to TEA and the Commissioner of Education
October 9, 2018	Proposed DOI Plan is reviewed by Board of Trustees
November 13, 2018	District of Innovation Team hosts public meeting to consider final version of BISD Innovation Plan BISD presents the proposed DOI Plan to the Board of Trustees for approval with at least 2/3 votes District submits Board approved plan to Commissioner of Education and TEA

2018-2019 District Innovation Team

Wade Stidevent	Superintendent
Bryan Blonar	Assistant Superintendent/Special Programs
Keith Jedlicka	Boling High School
Brett Pohler	Iago Junior High School
Gerald Floyd	Newgulf Elementary
Kevin Urbanek	Athletic Director
Ashleigh Burnside	High School Representative
G.W. Krasucky	CTE Representative
Christina MacDonald	Junior High Representative
Melissa Lukefahr	Elementary Representative
Cherry Page	Office Manager
Melanie Schubach	8-12 Counselor/District Assessment Coordinator
Sarah Wilkins	6-8 Counselor/District At-Risk Coordinator
Brooke Burns	K-5 Counselor
Larry Fisher	At-Will Employee Representative
Donny Kalmus	Community Representative