

EDGEWOOD

INDEPENDENT SCHOOL DISTRICT

District of Innovation - Areas of Focus

Under the Texas Education Code Chapter 12A: Districts of Innovation, Edgewood ISD has identified the following requirements imposed by the Texas Education Code that inhibit the goals of the Edgewood ISD Innovation Plan

CALENDAR – FIRST DAY OF INSTRUCTION

A school district may not begin instruction for students for a school year before the fourth Monday in August.

Texas Education Code:

Sec. 25.0811. FIRST DAY OF INSTRUCTION

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811>

Edgewood ISD School Board Policy:

EB: SCHOOL YEAR

EB (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=EB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EB(LEGAL).pdf)

EB (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=EB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EB(LOCAL).pdf)

Rationale:

Currently, Texas law prohibits public school students from beginning school before the 4th Monday of August. Under current law, for the 2017-18 school year, the first day of school for EISD students would be on Monday, August 28th...which on the calendar, is the last week in August. Edgewood ISD believes our local community should be responsible for deciding what is best for our students in setting the first day of instruction. By claiming exemption from Sec. 25.0811, the district shall determine the first day of instruction for its students on an annual basis with input from stakeholders. Potential benefits to Edgewood ISD include:

- A DOI plan that allows a school district *to begin school no earlier than the 3rd Monday in August* would give the EISD District Planning Committee the flexibility to start school earlier than current Texas law allows...and, possibly avoid having to
- Starting school earlier would allow the district to better balance the two semesters
- The balanced semesters will align with college semesters as well, allowing more opportunities for summer school, internships, and industrial certification opportunities.
- The ability to begin school earlier would allow the District Planning Committee to consider calendar options that

Regardless of whether any adjustments or changes are made to the current start date law, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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EDUCATOR CERTIFICATION

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 public school district unless the person holds an appropriate certificate or permit issued.

Texas Education Code:

Sec. 21.003. CERTIFICATION REQUIRED

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.003>

Sec. 21.053. PRESENTATION AND RECORDING OF CERTIFICATES

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.053>

Sec. 21.057. PARENTAL NOTIFICATION

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.057>

Edgewood ISD Board Policy:

DBA: EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

DBA (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DBA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DBA(LEGAL).pdf)

DBA (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DBA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DBA(LOCAL).pdf)

DK: ASSIGNMENT AND SCHEDULES

DK (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DK\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DK(LEGAL).pdf)

DK (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DK\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DK(LOCAL).pdf)

DK (EXHIBIT) [http://pol.tasb.org/Policy/Download/1183?filename=DK\(XHIBIT\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DK(XHIBIT).pdf)

Rationale:

Under current Texas law, a public school may not employ a teacher, teacher intern, teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor unless that person holds an appropriate certificate or permit. By claiming exemption from Sec. 21.044, Edgewood ISD shall have the right to recruit individuals from certain trades, industries, and vocations with industry knowledge and real world experience and consider qualifications based on experience, industry certification, etc. Additionally, Edgewood ISD shall have the authority to allow certified teachers to teach one subject outside their certified field. District leadership shall determine whether it is in the best interest of its students to certify individuals based on these factors rather than appeal to the Texas Commissioner of Education as stated in Sec. 21.055. Furthermore, the district shall establish local criteria for training and locally certifying individuals rather than adhere strictly to mandates outlined in Sec. 21.053. In doing so, parental notification of “inappropriately certified or uncertified teachers” under Sec. 21.057 would no longer be necessary. Regardless of whether any adjustments or changes are made to the certification laws, Edgewood ISD believes this issue to be a local decision as opposed to a state mandate.

Note: May have to be limited to 9-12 because of Federal and State funding requirements

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MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

A student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

Texas Education Code:

Sec. 25.092. MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.092>

Board Policy:

FEC: ATTENDANCE FOR CREDIT

FEC (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=FEC\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=FEC(LEGAL).pdf)

FEC (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=FEC\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=FEC(LOCAL).pdf)

Rationale:

Texas Education Code Section 25.092 restricts a public school district from issuing class credit or a final grade if a student is not in attendance the required “seat time”. Edgewood ISD believes 90% is an arbitrary percentage emphasizing “seat time” over content mastery. By claiming exemption from Sec. 25.092, the district can abstain from penalizing students who miss class time due to extra- and co-curricular activities, academic activities, and/or other extenuating circumstances enabling the district to accommodate students with legitimate scheduling conflicts while reducing dropouts and increasing the number of qualifying graduates. Note that relief from Sec. 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Furthermore, in no way does this exemption limit a teacher's right to determine the finality of a grade in accordance with Texas Education Code Sec. 28.214 nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Sec. 28.216. Regardless of whether any adjustments or changes are made to the minimum attendance for class credit or final grade laws, Edgewood ISD believes this issue to be a local decision as opposed to a state mandate.

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PROFESSIONAL EMPLOYEE CONTRACTUAL DAYS

A public school professional employee hired as a classroom teacher, counselor, or nurse shall be employed on a 10 month contract equivalent to 187 days.

Texas Education Code:

Sec. 21.401 MINIMUM SERVICE REQUIRED

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.401>

Edgewood ISD Board Policy:

DC: EMPLOYMENT PRACTICES

DC (legal) [http://pol.tasb.org/Policy/Download/1183?filename=DC\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DC(LEGAL).pdf)

DC (local) [http://pol.tasb.org/Policy/Download/1183?filename=DC\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DC(LOCAL).pdf)

Rationale:

Current Texas education law in Chapter 21 defines a professional employee contract (teacher, counselor, or nurse) as a 10 month contract equivalent to 187 work days. This proposal would allow Edgewood ISD to reduce teacher contract days from 187 to a decreased length with no effect on teacher salaries to better align with the instructional day calendar. It is understood that all current district employee required professional development guidelines will still be met. This exemption would allow the district to better align professional employee contract days to the 75,600 instructional minutes required of students. Regardless of whether any adjustments or changes are made current professional employee contractual days, Edgewood ISD believes this issue to be a local decision as opposed to a state mandate.

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PROFESSIONAL EMPLOYEE PROBATIONARY EMPLOYMENT CONTRACTS

A 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.

Texas Education Code:

Sec. 21.102 PROBATIONARY CONTRACTS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.102>

Edgewood ISD School Board Policy:

DCA: EMPLOYMENT PRACTICES – PROBATIONARY CONTRACTS

DCA (Legal) [http://pol.tasb.org/Policy/Download/1183?filename=DCA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DCA(LEGAL).pdf)

Rationale:

Under current Texas Chapter 21 professional employee employment guidelines, probationary periods for newly hired teachers, counselors, and nurses who have been employed within public education for at least five of the previous eight years cannot exceed one year. Edgewood ISD believes this limited probationary contract time period is insufficient in some cases to fully determine the professional employee's effectiveness. Relief from Texas Education Code 21.102 will permit the Edgewood ISD the option to issue a probationary contract for a period in length of up to two years for experienced teachers, counselors, or nurses newly hired by the district. This will allow the district additional time to evaluate professional performance. Regardless of whether any adjustments or changes are made to Texas Education Code employment laws, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA

The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers.

The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of various classifications of school administrators.

The commissioner by rule shall establish and shall administer a comprehensive appraisal and professional development system for principals.

Texas Education Code:

Sec. 21.352. RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.352>

Sec. 21.354. APPRAISAL OF CERTAIN ADMINISTRATORS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.354>

Sec. 21.3541. APPRAISAL AND PROFESSIONAL DEVELOPMENT SYSTEM FOR PRINCIPALS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.3541>

Board Policy:

DNA: PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

DNA (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNA(LEGAL).pdf)

DNA (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNA(LOCAL).pdf)

DNB: PERFORMANCE APPRAISAL EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

DNB (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNB(LEGAL).pdf)

DNB (LOCAL): PERFORMANCE APPRAISAL EVALUATION OF CAMPUS ADMINISTRATORS

DNB (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNB(LOCAL).pdf)

Rationale:

Edgewood ISD believes it is essential to maintain flexibility in using a variety of measurements, including goal setting, observations, student growth progress toward learning objectives, and other formative assessments in determining the performance of its educators. By claiming exemption from Sec. 21.351, 23.354, and 23.3541, the district can determine locally the most appropriate appraisal instrument to evaluate its educators.

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Regardless of whether any adjustments or changes are made to the state-mandated appraisal system and laws, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

STUDENT/TEACHER RATIO & CLASS SIZE

A public school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

Texas Education Code:

Sec. 25.112 CLASS SIZE

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.112>

Sec 25.113 NOTICE OF CLASS SIZE

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.113>

Edgewood ISD School Board Policy:

EBB (Legal) [http://pol.tasb.org/Policy/Download/1183?filename=EEB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EEB(LEGAL).pdf)

EBB (Local) [http://pol.tasb.org/Policy/Download/1183?filename=EEB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EEB(LOCAL).pdf)

Rationale:

Under current Texas Education Code, public school districts are prohibited from enrolling more than 22 students in grades K-4. If a district exceeds this student class size limit at any point other than the last 12 weeks of a school district, the district has 30 days either employ additional professional teaching staff as needed to regain the 22 student class size requirement or file a waiver request with the Texas Commissioner of Education. Edgewood ISD has frequently found this class size mandate to be problematic given recent year student enrollment trends occurring both at the beginning and during the school year. By claiming exemption from Sec. 25.112 and 25.113, the district can locally determine and establish local criteria to determine appropriate student class size ratios as they pertain to instruction and budgetary goals. Regardless of whether any adjustments or changes are made to current state-mandated teacher/student classroom size ratios, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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DISTRICT SITE-BASED DECISION-MAKING

To implement the decision making process at the district and campus levels, administration should consider the following critical success factors [which include but are not limited to]: Extensive and continuous training prior to and during implementation within the school district. Training should include, but not be limited to, developing skills on consensus building, brainstorming, problem solving, managing change and interpersonal communication skills such as conflict resolution, value clarification and negotiation. An extensive amount of time will be spent changing role definitions, training school district staff, educating the community, establishing objectives, developing and implementing programs and monitoring program success.

Texas Education Code:

Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.251>

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.252>

Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.253>

Sec. 11.255. DROPOUT PREVENTION REVIEW

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.255>

Board Policy:

BQ: PLANNING AND DECISION-MAKING PROCESS

BQ (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQ\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQ(LEGAL).pdf)

BQ (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQ\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQ(LOCAL).pdf)

BQA: PLANNING AND DECISION-MAKING PROCESS DISTRICT-LEVEL

BQA (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQA(LEGAL).pdf)

BQA (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQA(LOCAL).pdf)

BQA: PLANNING AND DECISION-MAKING PROCESS CAMPUS-LEVEL

BQB (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQB(LEGAL).pdf)

BQB (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQB(LOCAL).pdf)

Updated per TEA recommendation, May 2017

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Rationale:

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

While all stakeholders are represented, it is often a difficult task for parent, community, and business reps to offer a voice in a broad sense. Although each offers perspective, **DISTRICT SITE-BASED DECISION-MAKING...CONTINUED**

feedback is typically more representative of individual perspective than as an advocate for those in similar roles (i.e. a business rep should ideally speak on behalf of local businesses based on feedback from other business members). Outside representatives have proven valuable in the manner in which the EIC has operated over the past several years, which has served as a discussion-based group on a variety of topics. Over time, both district- and campus-level parents of students enrolled in the district, community members, and business and industry representatives have expressed concerns feeling they had little to contribute to the overall conversation in the traditional format of these committees. Because so much is to be considered as a part of the district and campus improvement plan (including federal and state law), leaders (both principals and teacher leaders) must have deep conversation prior to the site-based management committee meetings. As a result, the committee is merely a rubber-stamp committee with considerable de jure power but little de facto power. In addition a comprehensive needs assessment, measurable performance objectives, strategies, resources (including staff), and evaluative measures, the number of strategies mandated in Sec. 11.252 are excessive.

Edgewood ISD is claiming exemption from the specific provisions of Sec. 11.251 – 11.255 and shall determine the processes and memberships of its site-based management committees. While Edgewood ISD will continue to develop district and campus improvement plans based upon a comprehensive needs assessment, the district is claiming exemption from the specific mandates of these sections and shall determine the contents of its plans while honoring federal mandates that cannot be excluded. Regardless of whether any adjustments or changes are made to site-based decision-making rules and laws, Edgewood ISD believes this issue to be a local decision as opposed to a state mandate.