



DISTRICT OF INNOVATION PLAN

2021-2026

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**CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
DISTRICT OF INNOVATION PLAN (2021-2026)**

Exemptions from Provisions of the Texas Education Code

This plan is specific to the exemptions as outlined. House Bill 1842, Section 4, passed in the 84th Texas Legislative Session, provides an opportunity for Texas public school districts to modify state requirements at the local level to better meet the needs of the students served, in order for each student to develop his or her unique talents and interests. As a District of Innovation, Clear Creek ISD (CCISD) will be able to implement the CCISD Strategic Plan with the increased flexibility and the freedom necessary to personalize learning and ensure each student is prepared to assume the role as a productive citizen.

The Clear Creek Independent School District Strategic Plan is focused on meeting the needs and aspirations of each student. Initially developed by a diverse group of thirty teachers, administrators, parents, and school board trustees, the strategic plan has been shaped by over 1,000 teachers, parents, and community members to embody the hopes and dreams for the future. House Bill 1842 and the subsequent Texas Education Code, Subchapter 12A provide CCISD an opportunity to deepen the strategic plan in all aspects of district operations.

Timeline

Steps	Notes	Proposed Dates
Public Hearing on whether to develop a plan	Not Required	Not Required
Final version of the proposed plan on website for at least 30 days		By September 23, 2021
Board of Trustees notifies the Commissioner of the Board's intention to vote on adoption of the proposed plan	Notification by Deputy Superintendent for C&I on behalf of the Board of Trustees	October 19, 2021
District-level committee holds a <u>public meeting</u> to consider the final version of the proposed plan, and has approved the plan	DEIC Planning Sub-committee	October 19, 2021
Board of Trustees adopts proposed plan	Before expiration (Sunday, Nov. 28, 2021)	October 25, 2021
District notifies commissioner of plan approval		By October 29, 2021
District posts plan on website		By October 29, 2021
District provides a link/copy to TEA	No later than 15 th day after Board adoption	By October 29, 2021



CCISD Strategic Plan

The foundational components of the CCISD Strategic Plan are as follows:

Mission Statement:

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

Statement of Beliefs

We believe:

- everyone deserves to be physically and emotionally safe.
- each child's voice deserves to be heard.
- strength of character is a hallmark of growth and learning.
- trust, compassion, and respect are essential to positive relationships.
- parents, community and school have a shared responsibility for the education of youth.
- there is a collective moral imperative to invest in each person's capacity for growth and excellence.
- determination, perseverance and resilience lead to achievement.
- inclusivity creates unity.
- service before self, strengthens community.
- an innovative mindset is essential for future success.

Core Values

- Trustworthiness: Act with honesty in all that you do
- Respect: Value yourself and others
- Responsibility: Own your choices
- Fairness: Play by the rules and consider the needs of others
- Caring: Be kind to others
- Citizenship: Work to improve your school, community, and country.

Parameters

- We will stand firm in our commitment to each student.
- We will focus decisions on what is best for students.
- We will base decisions on facts and data.
- We will treat each person with dignity and respect.
- We will sustain a culture of inclusion and collaboration.
- We will model what we expect.
- We will compromise neither excellence nor integrity.



Objectives

- Each student will discover and actualize his or her academic, social and personal potential.
- Each student will embrace his or her unique talents to contribute to humanity.
- Each student will develop the leader within.
- Each student will exemplify integrity while actively learning, serving and leading.

Strategies

- I. We will foster a safe and nurturing environment.
- II. We will design and implement learning experiences that inspire student achievement, agency and growth.
- III. We will cultivate social and emotional capacity and a commitment to service before self.
- IV. We will expand the organization's capacity to accomplish our strategic intent.
- V. We will ensure our community, parents, staff and students exercise shared ownership of our mission.

Strategies and Specific Result Statements

- I. We will foster a safe and nurturing environment.
 1. An intentional focus on safety and security.
 2. PK-12 volunteer opportunities to enhance safety.
 3. Trauma-sensitive professional learning for all employees to support the social and emotional needs of students and staff.
 4. A safety and cybersecurity curriculum for students, staff, parents and community.
 5. Restorative practices to enhance safe and nurturing environments.
- II. We will design and implement learning experiences that inspire student achievement, agency and growth.
 1. Expanded learning opportunities to foster growth for each learner.
 2. Consistent student goal-setting systems to increase reflection and ownership of learning.
 3. Learning opportunities to ensure each student achieves high levels of learning.
 4. Educational tools and learning spaces to improve the student learning experience.
- III. We will cultivate social and emotional capacity and a commitment to service before self.
 1. Student and staff education to support social and emotional learning.
 2. Parent education and enrichment to support social and emotional learning.
 3. Service-learning opportunities to ensure contribution to the community.



- IV. We will expand the organization's capacity to accomplish our strategic intent.
 - 1. Student leadership opportunities to develop strengths and interests.
 - 2. Professional learning supports and resources to enhance employee capacity.
 - 3. A system of professional learning communities to support the growth and development of teachers.

- V. We will ensure our community, parents, staff and students exercise shared ownership of our mission.
 - 1. A multi-media network to inform and inspire our community to help students achieve, contribute and lead.
 - 2. A reimagined experience for community, parents, staff and students where choice, personalization and convenience are provided.
 - 3. A platform where students and the community can access opportunities for service, mentorship and partnerships.
 - 4. Increased inclusivity for all.

On September 26, 2016, the CCISD Board of Trustees appointed the District Education Improvement Committee Planning Sub-Committee to serve as the District of Innovation District Advisory Committee ("Committee") comprised of diverse leaders representing a cross-section of the District's stakeholders including teachers, campus professionals, parents, and administrators. On October 19, 2021, the current District Education Improvement Committee Planning Sub-Committee convened in a public meeting to discuss, provide feedback, and approve the final, 2021-2026 District of Innovation Plan for Clear Creek ISD.

II. TERM

The term of the Plan is for five years, beginning November 1, 2021, and ending October 31, 2026, unless terminated or amended earlier by the CCISD Board of Trustees in accordance with the law. If, within the term of this Plan, other areas of operations are to be considered for flexibility as part of Texas Education Code, Subchapter 12A, the CCISD Board of Trustees 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 will not implement two separate plans at any one time.

Under Texas Education Code, Subchapter 12A, districts may identify certain requirements imposed by the Texas Education Code (TEC) "that inhibit the goals of the plan and from which the district should be exempted on adoption of the plan. . ." Because CCISD's Strategic Plan and its local Innovation Plan are comprehensive and impact areas in the TEC, and because CCISD seeks to maximize local control of educational decisions for each student, CCISD seeks exemption from the following provisions of the TEC:



First Day of Instruction

Texas Education Code §25.0811

Current Requirements

The first day of school may not be held prior to the fourth Monday of August.

Texas Education Code §25.0811

FIRST DAY OF INSTRUCTION. (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. A school district may:

- (1) begin instruction for students for a school year before the fourth Monday in August if the district operates a year-round system under Section [25.084](#); or
- (2) begin instruction for students for a school year on or after the first Monday in August at a campus or at not more than 20 percent of the campuses in the district if:
 - (A) the district has a student enrollment of 190,000 or more;
 - (B) the district at the beginning of the school year provides, financed with local funds, days of instruction for students at the campus or at each of the multiple campuses, in addition to the minimum number of days of instruction required under Section [25.081](#);
 - (C) the campus or each of the multiple campuses are undergoing comprehensive reform, as determined by the board of trustees of the district; and
 - (D) a majority of the students at the campus or at each of the multiple campuses are educationally disadvantaged.

(b) Notwithstanding Subsection (a), a school district that does not offer each grade level from kindergarten through grade 12 and whose prospective or former students generally attend school in another state for the grade levels the district does not offer may start school on any date permitted under Subsection (a) or the law of the other state.

Proposed

Determining a school district calendar that best meets the needs of students, families, educators, and community members is one of the most basic forms of local control. Annually, members of the District Education Improvement Committee (DEIC) develop draft calendars, gather feedback from each school community, and conduct a community vote. Exemption from the first day of instruction mandate may enable CCISD to begin the school year on an abbreviated/staggered week, easing the transition for students entering kindergarten, intermediate school, and high school. This added measure of flexibility will provide an element of autonomy and local control that has been long absent from the collaborative decision-making processes within Clear Creek ISD. As part of the CCISD Local Innovation Plan, draft calendars will continue to be developed, shared, and feedback gathered from members of the CCISD school stakeholders. Additionally, the District Education Improvement Committee will fully examine all input before making a final recommendation to the Superintendent. The CCISD Board of Trustees is committed to examining and carefully considering all input.



Minimum Attendance for Class Credit or Final Grade

Texas Education Code §25.083(b), Texas Education Code §25.092

Current Requirements

State law currently requires students attend class 90% of the school days the class is offered in order to earn credit. The law currently requires the District to award class credit to students based on "seat time" rather than based on demonstrated mastery of the learning.

Texas Education Code §25.083

SCHOOL DAY INTERRUPTIONS. (b) The board of trustees of each school district shall adopt and strictly enforce a policy limiting the removal of students from class for remedial tutoring or test preparation. A district may not remove a student from a regularly scheduled class for remedial tutoring or test preparation if, as a result of the removal, the student would miss more than 10 percent of the school days on which the class is offered, unless the student's parent or another person standing in parental relation to the student provides to the district written consent for removal from class for such purpose.

Texas Education Code §25.092

MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE. (a) Except as provided by this section, 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.

(a-1) A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade for the class if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class. A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade under this subsection without the consent of the judge presiding over the student's case.

(a-2) Subsection (a) does not apply to a student who receives credit by examination for a class as provided by Section [28.023](#).

(b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit or a final grade by students who are in attendance fewer than the number of days required under Subsection (a) and have not earned class credit or a final grade under Subsection (a-1). Classroom teachers shall comprise a majority of the membership of the committee. A committee may give class credit or a final grade to a student because of extenuating circumstances. Each board of trustees shall establish guidelines to determine what constitutes extenuating circumstances and shall adopt policies establishing alternative ways for students to make up work or regain credit or a final grade lost because of absences. The alternative ways must include at least one option that does not require a student to pay a fee authorized under Section [11.158\(a\)\(15\)](#). A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.

(c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.

(d) If a student is denied credit or a final grade for a class by an attendance committee, the student may appeal the decision to the board of trustees. The decision of the board may be



appealed by trial de novo to the district court of the county in which the school district's central administrative office is located.

(e) This section does not affect the provision of Section [25.087\(b\)](#) regarding a student's excused absence from school to observe religious holy days.

(f) The availability of the option developed under Subsection (b) must be substantially the same as the availability of the educational program developed under Section [11.158\(a\)\(15\)](#).

Proposed

The Minimum Attendance for Class Credit or Final Grade requirement is also referred to as the 90% rule. This requirement is an arbitrary percentage, where school districts award credit based on seat time rather than demonstrated mastery of the learning. The Local Innovation Plan would maintain a minimum attendance percentage for traditional classes, while allowing for flexibility in students demonstrating mastery of content through an innovative system and a more flexible pace, such as personalized learning.



Student/Teacher Ratios and Class Size

Texas Education Code §25.111, Texas Education Code §25.112, Texas Education Code §25.113

Current Requirements

Based on current state law, classes in grades prekindergarten through 4th may not exceed a ratio of 22 students to 1 teacher. When an individual class exceeds this ratio, the District must either add a new teacher, reassign teachers from other schools with lower student enrollment, or submit a waiver request to the Texas Education Agency. These waivers requests have not been rejected by TEA. In addition to the waiver request, it is required that a letter be sent to each parent in the class that exceeds the 22:1 ratio, informing them the waiver has been submitted and the class exceeds the 22:1 ratio.

Texas Education Code §25.111

STUDENT/TEACHER RATIOS. Except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21, to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance.

Texas Education Code §25.112

CLASS SIZE. (a) Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a prekindergarten, kindergarten, first, second, third, or fourth grade class. That limitation does not apply during:

- (1) any 12-week period of the school year selected by the district, in the case of a district whose average daily attendance is adjusted under Section 42.005(c); or
 - (2) the last 12 weeks of any school year in the case of any other district.
- (b) Not later than the 30th day after the first day of the 12-week period for which a district whose average daily attendance is adjusted under Section 42.005(c) is claiming an exemption under Subsection (a), the district shall notify the commissioner in writing that the district is claiming an exemption for the period stated in the notice.
- (c) In determining the number of students to enroll in any class, a school district shall consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.
- (d) On application of a school district, the commissioner may except the district from the limit in Subsection (a) 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.
- (e) A school district seeking an exception under Subsection (d) shall notify the commissioner and apply for the exception not later than the later of:
- (1) October 1; or
 - (2) the 30th day after the first school day the district exceeds the limit in Subsection (a).
- (f) If a school district repeatedly fails to comply with this section, the commissioner may take any appropriate action authorized to be taken by the commissioner under Section 39.131.
- (g) Expired.

Texas Education Code §25.113

NOTICE OF CLASS SIZE. (a) A campus or district that is granted an exception under Section 25.112(d) 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. The notice must be in conspicuous bold or underlined print and:



- (1) specify the class for which an exception from the limit imposed by Section 25.112(a) was granted;
 - (2) state the number of children in the class for which the exception was granted; and
 - (3) be included in a regular mailing or other communication from the campus or district, such as information sent home with students.
- (b) The notice required by Subsection (a) must be provided not later than the 31st day after:
- (1) the first day of the school year; or
 - (2) the date the exception is granted, if the exception is granted after the beginning of the school year.

Proposed

CCISD continues to meet the needs of students, whether through virtual learning, magnet programs, or neighborhood campus. To meet these needs, and to contend with historical enrollment growth in the District, it is necessary to apply for class size waivers despite the fact that new staff are assigned to campuses with highest projected growth. CCISD believes that class size plays a positive role in the classroom, but this must be balanced with the timing of adding the best qualified teaching candidates.

As part of the CCISD Local Innovation Plan, the District will maintain the 22:1 student to teacher ratio in prekindergarten through fourth grades and will continue to follow the process of thoughtful planning, assignment of teachers to the schools with growing student enrollment, reviewing staffing ratios, and making decisions in the best interests of students while taking into consideration the financial capacity of the District. In the event class sizes exceed the 22:1 ratio in prekindergarten through fourth grade, a TEA waiver will not be necessary, but the Superintendent will submit a request to the Board of Trustees for approval. Additionally, parents will be informed of all efforts relative to class size. This exemption provides CCISD local control over class size ratios, without the unnecessary step of seeking a waiver from the Texas Education Agency.



District-Level Planning and Decision-Making

Texas Education Code §11.252

Current Requirements

Site-based decision-making has existed in Texas for over 30 years. The original intent of classroom teachers making informed decisions has been replaced with a list of compliance measures that have removed meaning and relevance from this district decision-making process. The requirements in content and format of the district improvement plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.

Texas Education Code § 11.252

DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4). The district improvement plan must include provisions for:

- (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;
- (2) measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment;
- (3) strategies for improvement of student performance that include:
 - (A) instructional methods for addressing the needs of student groups not achieving their full potential;
 - (B) methods for addressing the needs of students for special programs, including:
 - (i) suicide prevention programs, in accordance with Subchapter O-1, Chapter 161, Health and Safety Code, which includes a parental or guardian notification procedure;
 - (ii) conflict resolution programs;
 - (iii) violence prevention programs; and
 - (iv) dyslexia treatment programs;
 - (C) dropout reduction;
 - (D) integration of technology in instructional and administrative programs;
 - (E) discipline management;
 - (F) staff development for professional staff of the district;
 - (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
 - (H) accelerated education;
- (4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:



- (A) higher education admissions and financial aid opportunities;
 - (B) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;
 - (C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and
 - (D) sources of information on higher education admissions and financial aid;
- (5) resources needed to implement identified strategies;
 - (6) staff responsible for ensuring the accomplishment of each strategy;
 - (7) timelines for ongoing monitoring of the implementation of each improvement strategy;
 - (8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and
 - (9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children.
- (b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.
- (c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.
- (d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.
- (d-1) Expired.
- (e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.
- (f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Proposed

CCISD has a strong history of involving teachers, administrators, parents, community members and students in the decision-making process. Under the Local Innovation Plan, the prescriptive list of requirements in the district improvement plan will be replaced by the Strategic Planning process. Those items listed in TEC 11.251 detailing the selection of representatives for the District Improvement Committee will continue to be implemented. Those items listed in TEC 11.252 of a compliance nature will no longer be implemented and be replaced by relevant strategic plan components.



Campus-Level Planning and Decision-Making

Texas Education Code §11.253

Current Requirements

The original intent of campus site-based decision-making has been replaced with a list of compliance measures that have removed meaning and relevance from this campus decision-making process. The requirements in content and format of the Campus Improvement Plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.

Texas Education Code §11.253

CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.

(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4) and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

(1) assess the academic achievement for each student in the school using the achievement indicator system as described by Section 39.053;

(2) set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29;

(3) identify how the campus goals will be met for each student;

(4) determine the resources needed to implement the plan;

(5) identify staff needed to implement the plan;

(6) set timelines for reaching the goals;

(7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;

(8) include goals and methods for violence prevention and intervention on campus;

(9) provide for a program to encourage parental involvement at the campus; and

(10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

(A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

(B) student academic performance data;

(C) student attendance rates;

(D) the percentage of students who are educationally disadvantaged;

(E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and

(F) any other indicator recommended by the local school health advisory council.



(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

(f) This section does not create a new cause of action or require collective bargaining.

(g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

(h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Proposed

CCISD has a strong history of involving teachers, administrators, parents, community members and students in the decision-making process. Under the Local Innovation Plan the prescriptive list of requirements in the campus improvement plan will be replaced by the Campus Strategic Planning process. Those items listed in Section 11.251 detailing the selection of representatives for the Campus Improvement Committee will continue to be implemented. Those items listed in Section 11.253 that are of a compliance nature will no longer be implemented and be replaced by relevant campus strategic plan components.



Educator Certification Requirements

Texas Education Code §21.003

Current Requirements

All teachers paid by a school district must hold the appropriate teacher certificate or permit.

Texas Education Code §21.003

CERTIFICATION REQUIRED. (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 issued as provided by Subchapter B.

(b) Except as otherwise provided by this subsection, a person may not be employed by a school district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession and may perform specific services within those professions for a school district only if the person holds the appropriate credential from the appropriate state agency. As long as a person employed by a district before September 1, 2011, to perform marriage and family therapy, as defined by Section [502.002](#), Occupations Code, is employed by the same district, the person is not required to hold a license as a marriage and family therapist to perform marriage and family therapy with that district.

(c) The commissioner may waive the requirement for certification of a superintendent if requested by a school district as provided by Section [7.056](#). A person who is not certified as a superintendent may not be employed by a school district as the superintendent before the person has received a waiver of certification from the commissioner. The commissioner may limit the waiver of certification in any manner the commissioner determines is appropriate. A person may be designated to act as a temporary or interim superintendent for a school district, but the district may not employ the person under a contract as superintendent unless the person has been certified or a waiver has been granted.

Proposed

The District seeks exemption from the teacher certification requirement set forth in Section [21.003](#) only to the limited extent necessary to allow the District to hire teachers who are not currently certified, but who have bachelor's degrees and are qualified to teach. CCISD is committed to hiring the best staff available; however, teachers are occasionally needed for difficult-to-fill positions. The District and hiring campus will assess appropriate professional learning needs for any teacher hired under this exemption. This exemption does not automatically transfer to another district. Special education and bilingual/ESL teachers must hold SBEC certifications.



Virtual School, K-12

Texas Education Code §30A.001-155

Current Requirements

Texas Education Code Chapter [30A](#) and Texas Administrative Code [19](#) Chapter [70](#) Subchapter AA outline eligibility and requirements for TXVSN statewide catalog and online school providers. A school district is eligible to act as a course provider under this chapter only if the district or school is rated acceptable under the state accountability system.

Action by the 87th Session, 2nd Special Session, of the Texas Legislature allows school districts to operate a local remote learning program to offer virtual courses outside the state virtual school network through September 1, 2023. The remote learning program can be offered to eligible students through synchronous instruction, asynchronous instruction, or a combination of synchronous and asynchronous instruction. A student enrolled in a virtual course offered under the local remote learning program shall be counted toward the district's average daily attendance.

Students who have been unsuccessful in high school courses are currently eligible for credit recovery through distance learning, but students previously unsuccessful in online learning are statutorily prevented from participating in online learning the following year. These students are leaving public education for non-TEA accredited online learning programs.

School districts should have the ability to provide online instruction through a combination of synchronous and asynchronous instruction and receive average daily attendance beyond 2023.

Texas Education Code §29.9091

Section [29.9091](#) authorizes a school district assigned an overall performance rating of C or higher under Section [39.054](#) (Methods and Standards for Evaluating Performance) for the preceding school year or the most recent school year in which a performance rating was assigned to operate a local remote learning program to offer virtual courses outside the state virtual school network under Chapter [30A](#) to eligible students. This provision expires September 1, 2023.

Proposed

Consistent with the CCISD Strategic Plan, students will be able to enroll in the District's virtual learning program, and count toward the District's average daily attendance. Enrollment across the state has declined as parents have sought other learning programs as alternatives to public education and the limitations imposed upon districts from providing an online learning program outside of TXVSN. CCISD proposes to keep and expand the District's virtual learning program/school as an asynchronous structure with instruction provided predominantly as synchronous but with flexibility for asynchronous instruction. The asynchronous structure allows for attendance-taking procedures to be captured based on student work submitted, engagement in the Learning Management System, or Video Conferencing platform, and not on a specific time of capturing attendance each day.



Removal of Unwanted Visitors

Texas Education Code §37.105

Current Requirements

For unruly guests at school functions or events, a school district must first give a warning before he or she is ejected. Upon ejection, the guest must also be given notice of how he or she can appeal the ejection.

Texas Education Code §37.105

A school administrator, school resource officer, or school district peace officer of a school district may refuse to allow a person to enter on or may eject a person from property under the district's control if the person refuses to leave peaceably on request and 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. Prior to refusing entry or ejecting any person, the administrator, resource officer, or peace officer must issue a verbal warning to the person that the person's behavior is inappropriate and may result in the person's refusal of entry or ejection and the person persists in that behavior. In addition, at the time a person is refused entry or rejected, the district must provide written notice regarding the appeal process.

Proposed

CCISD will make all reasonable attempts to diffuse situations in the case of unruly guests, at school and District functions and events; however, in the case of situations where immediate action must be taken, the District would allow designated staff members the authority to remove an attendee whose behavior is deemed inappropriate without warning or written notice regarding the appeal process.



Teacher Mentors

Texas Education Code §21.458

Current Requirements

Some teachers enter the education profession and quickly develop exceptional skills. Teachers are required to have three or more years of experience in the field to serve as mentors, thereby limiting the possibility of allowing exceptional teachers with less than three years of experience to mentor novice teachers.

Texas Education Code §21.458

Each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. The rules concerning qualifications must require that to serve as a mentor a teacher must complete a research-based mentor and induction training program approved by the commissioner; complete a mentor training program provided by the district; have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

Proposed

The District seeks exemption from Section [21.458](#) to provide flexibility in designating exceptional teachers with less than three years of experience to serve as mentors for novice teachers.



Teacher and Administrator Appraisal System

Texas Education Code §21.203, 21.352-21.3541

Current Requirements

All teachers and school/district administrators are required to be evaluated yearly, whether through the Texas Teacher/Principal Evaluation and Support System or a local district's appraisal system. Exceptional teachers and administrators are included in the yearly appraisal system, in which the time investment for the yearly appraisal could be better spent working with teachers or principals in need of assistance.

Texas Education Code §21.203, 21.352-21.3541

A full appraisal must be done at least once during each school year. According to the Commissioner's Rules concerning educator appraisals, a teacher may receive a full appraisal less frequently if the teacher agrees in writing and the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions identified in 19 TAC 150.1002(a) and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in 19 TAC 150.1002(a) of this title or the performance of teachers' students, as defined in 19 TAC 150.1001(f)(2) of this title. A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years.

In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in: the Goal-Setting and Professional Development Plan process; the performance of teachers' students; and a modified end-of-year conference that addresses:

- (i) the progress on the Goal-Setting and Professional Development Plan;
- (ii) the performance of teachers' students, as defined in 19 TAC 150.1001(f)(2); and
- (iii) the following year's Goal-Setting and Professional Development plan.

Proposed

The District seeks exemption from the yearly evaluation and conferencing requirements. CCISD would like to propose distinguished teachers and administrators to be appraised once every two years. Additionally, distinguished teachers and administrators be exempt from the conferencing requirements. This exemption would give exceptional educators time and space for personalized improvement and give evaluators more time to support developing educators.



Campus Behavior Coordinator Designation

Texas Education Code §37.0012

Current Requirements

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.

Texas Education Code §37.0012

Section 37.0012 requires the campus principal to designate one person to serve as the campus behavior coordinator. The campus behavior coordinator shall promptly notify a student's parent or guardian as provided by this subsection if under this subchapter the student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled, or placed in a juvenile justice alternative education program or is taken into custody by a law enforcement officer. A campus behavior coordinator must comply with this subsection by: (1) promptly contacting the parent or guardian by telephone or in person; and (2) making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a campus behavior coordinator shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address. If a campus behavior coordinator is unable or not available to promptly provide notice under Subsection (d), the principal or other designee shall provide the notice.

This requirement limits the capacity of all campus administrators and the ability of a principal to delegate the responsibilities of a campus behavior coordinator to more than one individual.

Proposed

The District seeks exemption from the campus behavior coordinator designation requirements. This exemption provides campus principals the flexibility to designate the responsibilities to more than one individual if he/she chooses, including all campus administrators.