



District of Innovation Plan Proposal



SANTA ROSA INDEPENDENT SCHOOL DISTRICT LOCAL INNOVATION PLAN

Summary

The 84th Legislature created the District of Innovation through Texas Education Code (TEC) Chapter 12A. Designation as a District of Innovation allows a school district to increase local control and support innovation. The Santa Rosa ISD Innovation Plan will be posted on the district's website for 30 days.

INTRODUCTION

The 84th Legislative Session passed House Bill 1842, allowing Texas public school districts to become Districts of Innovation and thus permitting exemption from specific provisions of the Texas Education Code. Santa Rosa ISD seeks to become a District of Innovation to serve better and accommodate all members' diverse needs. This distinction allows the district to increase local control over district operations to improve the quality of services benefiting all stakeholders.

The Board of Trustees adopted a resolution to initiate Santa Rosa ISD becoming a District of Innovation on March 20, 2023. The Board of Trustees approved Superintendent, Yolanda Chapa, to establish a committee to craft a local innovation plan to improve opportunities for Santa Rosa ISD students. The District Innovation Committee (DIC) met on April 4 and 14, 2023, to develop the plan. Several components were discussed, and data were reviewed to create a plan to improve student opportunities systemically.

The Santa Rosa ISD plan is for five years, beginning in June 2023 and ending in June 2028. The board of trustees will need to renew the plan before the 28th of June, 2028, for it to remain effective for the 2028-2029 school year. The plan may be terminated or amended by the Board of Trustees at any time by the law. The committee will monitor its effectiveness and regularly provide updates and/or necessary modifications to the Board of Trustees.

TIMELINE FOR APPLICATION STATUS AS A DISTRICT OF INNOVATION

DATE	ACTIVITY
March 17, 2023	Board of Trustees Overview The Santa Rosa Independent School District (Santa Rosa ISD) Board of Trustees will receive an overview of TEC Chapter 12A District of Innovation adoption provisions.
March 17, 2023	Board of Trustees Committee Authorization Santa Rosa ISD Board of Trustees will authorize the Superintendent of Schools or designee to assemble a Local Innovation Committee to develop the proposed renewal plan.
April 6 & 14, 2023	Innovation Plan Renewal Development The Santa Rosa ISD Innovation Committee will develop the Local Innovation renewal plan.
April 7, 2023	Innovation Plan Renewal Campus Administration Input The Santa Rosa ISD campus administration team will review the Local Innovation renewal plan and provide feedback.
April 24, 2023	Proposed District Innovation Plan Posted The proposed Santa Rosa ISD Innovation Plan will be posted on the district website for 30 days.
April 20, 2023	Commissioner Notification of Intent to Create The Santa Rosa ISD Superintendent of Schools or designee will notify the Commissioner of Education of the intent to create Santa Rosa ISD's District of Innovation plan.
June 23, 2023	District Advisory Committee Approval The Santa Rosa ISD District of Innovation Committee will be asked to approve the proposed Santa Rosa ISD's District of Innovation Plan by a majority vote.
June 26, 2023	Board of Trustees Approval The Santa Rosa ISD Board of Trustees will adopt the proposed Santa Rosa ISD's District of Innovation Plan by an affirmative vote of at least two-thirds of the board's membership.
June 27, 2023	Commissioner Notification of Approval The Santa Rosa ISD Superintendent of Schools or designee will notify the commissioner of approval of the District of Innovation plan with the list of approved TEC exemptions, using the provided document.
June 28, 2023	Local Innovation Plan Posting The Santa Rosa ISD Superintendent of Schools or designee shall ensure that a copy of the local innovation plan is posted on the district's website for the term of the designation as a District of Innovation
June 29, 2023	Texas Education Agency Submission The Santa Rosa ISD Superintendent of Schools or designee will provide a copy of the link to the local innovation plan to the Texas Education Agency for posting on the agency website.

DISTRICT OF INNOVATION PLANNING COMMITTEE

Committee Facilitators

Dr. Gregorio Camarillo, Director of Human Resources and Curriculum and Instruction
Amie Chairez, Student Services Coordinator

NAME	POSITION
Yolanda Chapa	Superintendent of Schools
Adrian Montemayor	Santa Rosa High School Principal
Laura Garza	Jo Nelson Middle School Principal
Cynthia Hernandez	Elma E. Barrera Elementary Principal
Myra Shelburne	Santa Rosa High School Teacher
Rene Ortega	Santa Rosa High School Teacher
Adiana De la Fuente	Jo Nelson Middle School Teacher
Angelica Reyes	Jo Nelson Middle School Teacher
Susan Guzman	Elma E. Barrera Elementary Teacher
Criselda Vega	Elma E. Barrera Elementary Teacher
Elizabeth Cisneros	Santa Rosa ISD District Nurse
Rebecca Gutierrez	Santa Rosa ISD Dyslexia Specialist/Special Education
Laura Mejorado	Santa Rosa ISD Instructional Coach
Edna Cavazos	Parent member
Lea Garza	Parent member
Sulema Lumbrera	Community member
Connie Cavazos	Community member
Jaime Quiroga	Community member
Genaro Gonzalez	Business member



Board Approved March 31, 2022

Vision, Mission, and Goals

Theory of Action

The theory of Action is autonomy within the campus and district. Central administration ensures that the campus administration is monitoring teacher instructional performance. Teachers use diverse instruction to meet the Board's student outcome goals. Within a few years, teachers should be able to deliver 10 - 15 minutes of instruction, and students should be self-disciplined to complete assignments on technology devices.

Mission

Our mission is to furnish a haven where everyone is valued and respected. In partnership with parents and families, all staff members are fully committed to successful student outcomes. We strive to prepare all students to be lifelong learners and responsible citizens ready to meet future challenges.

Vision

Santa Rosa ISD school's vision is to provide an environment where students develop an appreciation of learning and perform to their fullest potential.

SRISD District Goals

Goal 1: STUDENT ACHIEVEMENT

Santa Rosa ISD will create a transformative school district that ensures ALL students receive a high-quality education that results in EVERY student's maximum individual achievement.

Goal 2: BUILDING CAPACITY

Santa Rosa ISD will recruit, support, and retain highly effective staff, educators, and administrators and afford them the resources and preparation needed to maximize efficiency and student achievement.

Goal 3: FINANCIAL STABILITY

Santa Rosa ISD will maintain financial stability while improving academics, technology, extracurricular programs, and facilities.

Goal 4: FAMILY AND COMMUNITY ENGAGEMENT

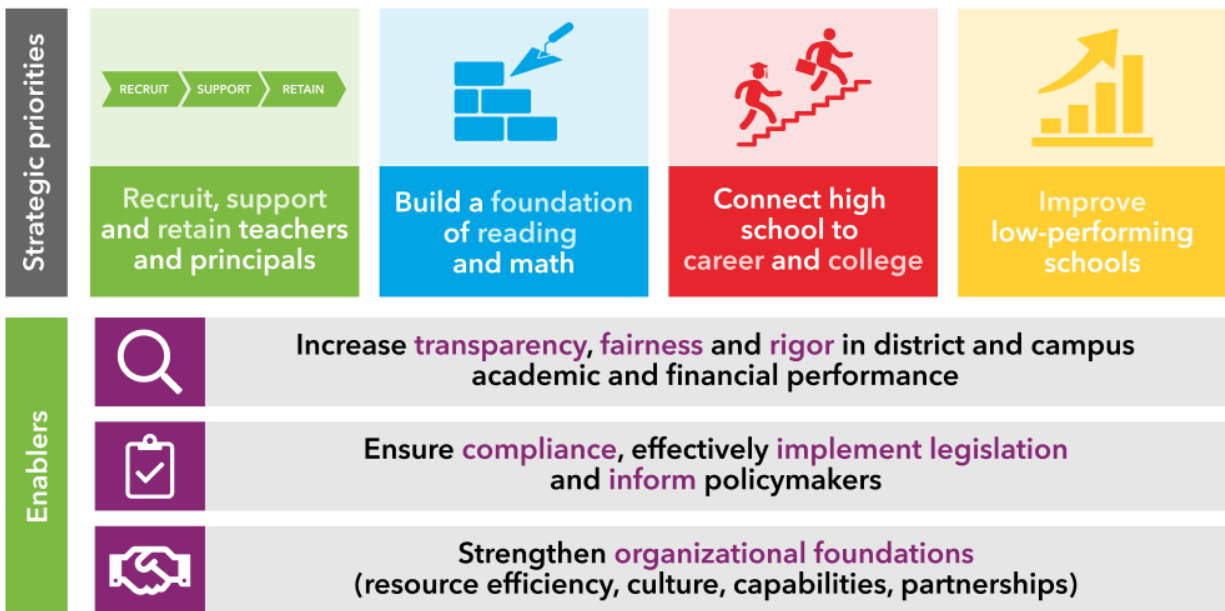
Santa Rosa ISD will maintain strong communication between teachers, parents, students, and business partners to meet students' academic and social-emotional needs.

Goal 5: STUDENT SAFETY, HEALTH AND WELLNESS

Santa Rosa ISD will create secure, safe, clean, welcoming environments that provide students/staff with the social-emotional and mental health support needed to create a positive work and learning environment.

GUIDING PRINCIPALS

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

SUMMARY

On April 3, 2023, Santa Rosa ISD initiated its second Local Innovation Plan. Over a three-week period, the Local Innovation Committee met to research, develop and draft the district's second Local Innovation Plan. The term of the second plan will be **from June 28, 2023, to June 28, 2028**, covering school years 2023-2028. The plan detailed below is the work of the committee charged with researching, developing, and drafting the district's renewal plan.

Santa Rosa ISD seeks to develop its local innovation plan to enhance and accelerate its implementation and achievement of a tailored educational institution to meet the needs of all students and staff. Exemptions from statutory provisions of the Texas Education Code will enable innovation through flexibility and local control in how the district provides governance through the development of the district's annual budget and board policy.

Adopting and implementing the Santa Rosa ISD Innovation Plan will require the Board of Trustees to revise and/or develop board policy. Provisions changed because of innovations will be noted in the policy. In addition, these innovations will be executed through detailed processes and procedures involving the appropriate central office and campus-based stakeholders. If, during the term of the Innovation Plan, the Santa Rosa ISD Board of Trustees seeks additional exemptions, the Innovation Planning Committee will be convened to develop amendments to the plan. The process for the development of the exemptions must be repeated every time the district seeks to amend the Local Innovation Plan.

RECOMMENDED EXEMPTIONS

A. Flexibility with Calendars:

Santa Rosa ISD aims to ensure that all students are reaching post-secondary readiness. Some students are discouraged from enrolling in dual credit programs because of conflicts between the district and college/university calendars. Exempting from the requirements of the Texas Education Code provisions listed below will encourage more students to enroll in dual credit courses because it will allow the district to adopt a calendar with flexible start and end dates to match those of the colleges and universities with which we partner.

EXEMPTIONS:

TEC Sec. 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.

STRATEGY:

Develop a calendar that assists our students taking dual enrollment classes that will match start and end dates of the colleges and universities with whom we partner, which will also allow students to register for the first summer session at a local college or university. Develop a calendar that will allow the district to balance six weeks by the number of days, including an extra week to prepare students retaking End of Course exams. The district will continue to meet the instructional minute requirements.

B. Teacher Certification

CURRENT CHALLENGES:

- A lack of highly qualified staff for innovative Languages Other Than English Courses
- A lack of highly skilled staff for Secondary (7th -12th Grade) Math, Science, English, and Social Studies Courses
- A lack of teachers with specialized certifications
- Lack of highly qualified staff for Early Childhood – 6th Grade
- Inability to hire subject-matter experts for technical courses
- Lack of opportunities for authentic, field-based experiences
- Competition from charter schools already utilizing this exemption offering specialized courses

EXEMPTIONS:

- § 21.003 Certification Required (for Math, Science, CTE, Tech Apps, Languages Other Than English). Certification is required for special education, bilingual/ESL, and prekindergarten teachers.
- § 21.0031 Failure to Obtain Certification: Contract Void
- § 21.053 Presentation and Recording of Certificates

STRATEGY:

Students receiving high school credit need access to specific areas of study that promote career & technical educational pathways and technology application pathways. In some instances, field-based experts are more qualified to teach career & technology (CTE) and Technology Applications courses than certified educators. The district needs the discretion to hire the most qualified individuals to teach these courses. Having the ability to recruit degreed individuals or work related experienced individuals will enhance community partnerships and increase field-based opportunities for students. It will reduce costs by eliminating the need to have a certified teacher of record in addition to the CTE or Tech Apps course instructor. Due to the size of our district, a full-time teacher in these areas may be not needed. However, the possibility of providing a part-time teacher with experience in the various career fields, even if not certified, will provide students with options beyond post-secondary. Therefore, Santa Rosa ISD seeks exemption from the following provision.

Students need access to courses that promote college and career readiness, including the ability to communicate in a language other than English. The district needs the discretion to hire the most qualified individuals to teach Languages Other Than English (LOTE) high school credit courses by recruiting language experts to fill teachings position left vacant due to the lack of certified teachers.

Students also need access to courses that promote college and career readiness, including secondary (7-12) Math, Science, English, and Social Studies. The district needs the discretion to hire the most qualified individuals to teach secondary (7 – 12) Math, Science, English, and Social Studies courses. Recruiting content experts in Math, Science, English, and Social Studies teachers will help fill the vacant teaching position due to the lack of certified teachers.

Students need access to educators in the area of EC–6 for positions that are difficult to fill due to the lack of a certified teacher candidate pool. This flexibility would allow the district to expand the pool of qualified candidates and employ highly skilled educators who might not ordinarily meet the requirements of traditional teacher certification pathways. This would include teachers with grandfathered certification to teach Early Childhood who are certified 1-8 and allow teachers with grandfathered certification EC-4th to teach 5th grade.

According to TEC §21.003 (Certification Required) special education, bilingual/ESL, and prekindergarten teachers must continue to be SBEC certified.

Guiding Principles

Current expectations for employee certification should be maintained. A dedicated effort should be made to hire an individual with appropriate certification for CTE and Technology Application, LOTE, Secondary (7 – 12) Math, Science, English, Social Studies, and EC - 6 teaching positions. However, when that is not reasonably possible, a non-certified individual or industry/language expert is more highly qualified, and flexibility to hire other individuals should be exercised. Those knowledgeable in CTE and Tech Apps, Math, and Science areas should be considered for CTE and Tech Application, Math, and Science courses. Individuals who demonstrate superior or distinguished language proficiency on an exam recognized by the American Council of the Teaching of Foreign Languages should be considered for LOTE courses. For CTE, the non-certified instructors should hold an industry certification or degree in the field being hired to teach. Local qualifications and training procedures and an approval process for non-certified instructors should be maintained to include background checks and classroom management skill building. A policy should remain to notify parents if a non-certified teacher is employed for their child's class.

C. Class Size

According to Section 25.112 and Section 25.113 of the Texas Education Code, grades K-4 may not have a class size greater than 22 without requesting a Class Size exemption. Santa Rosa ISD is requesting relief from this requirement of a Class Size exemption and notification to parents. Santa Rosa ISD consists of a single elementary campus in a rural district, and student enrollment will fluctuate slightly above and below this ratio.

EXEMPTIONS:

TEC Sec. 25.112, TEC. 25.113 – Requires district to maintain a class size of twenty-two students or less for kindergarten-fourth grade classes. Also, requires district to notify parents of waiver filed for class size.

STRATEGY:

Santa Rosa ISD proposes to waive the class size limit of 22 not to exceed 24 students in any classroom in grades K-4.

D. Teacher Contract Days

EXEMPTIONS:

- TEC §21.401 DC Legal DEA Local Current
- TEC §21.401 states that a contract between a school district and an educator must be a minimum of 10 months' service and at least 187 days.
- TEC §25.081 changed the required days of instruction for students from 180 days to 75,600 minutes.

STRATEGY:

The code did not address 10-month employee contract days. Santa Rosa ISD will determine the number of days teachers work based on the needs of the students which is determined by the annual district needs assessment plan. Santa Rosa ISD would like to have the flexibility to determine the number of days teachers work at the local level. The number of days would be based on the student calendar. Teachers would work no less than the proportional days due to instructional days under this plan. The plan will have no effect on a teacher's salary.

E. Contracts

Probationary Contracts

Santa Rosa ISD employs experienced teachers when they are the best candidate for the job. However, it is only permitted for one year to evaluate the teacher before the teacher is entitled to

a term contract. This time period is not sufficient to evaluate a teachers' effectiveness in the classroom. Therefore, Santa Rosa ISD seeks exemption from the provision below. To best serve the students at Santa Rosa Independent School District, exempting from this provision will allow the district the option to offer a probationary contract for a period of one additional year for a newly hired teacher, who has been employed as a teacher in public education for at least five of the eight-year preceding employment, to allow for continued professional growth. The term "teacher" includes principals, assistant principals, supervisors, classroom teachers, school counselors, and other full-time professional employees who are required to hold a certificate issued under TEC Section 21, Subchapter B, or a school nurse.

EXEMPTION:

TEC. 21.102 (b) states that 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 year, 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 years.

STRATEGY:

For experienced teachers new to Santa Rosa ISD that have been employed in public education for at least five of the eight previous years, a probationary contract may be issued for up to two years. This will allow the district more time to evaluate a staff member's effectiveness.

F. Minimum Attendance Requirements

CURRENT CHALLENGES:

- Students are penalized for illness.
- Attendance committees are required to convene for credit determination even when absences are unexcused, and work has been completed.
- Limited student access to extracurricular activities.
- Limited student access to field-based experiences and enrichment opportunities.
- Limited student access to internships.
- Lack of individualized learning plans and student schedule flexibility.
- Lack of blended learning and distance learning opportunities.
- Lack of opportunity to complete online coursework away from the campus.
- Attendance make-up time options are not rigorous and authentic.
- Seat time is prioritized over content mastery.
- Prevents focusing on learning and results.
- Promotes focusing on time spent at desk.
- Inhibits student acquisition of self-monitoring skills.

EXEMPTIONS:

- §25.092 Minimum Attendance Required for Class Credit

Rationale for Innovations

The district needs the flexibility to award class credit to students based on content mastery rather than seat time. Freedom from the minimum attendance required rule will allow the district to implement blended learning, problem-based learning, and community partnership and internships, that will increase student engagement in innovative learning opportunities. While attendance committees play a vital role to engage in individualized learning pathways that incorporate classroom instruction, online instruction on and off campus, and field-based learning at a pace suited to their specific learning needs. Santa Rosa ISD believes the local campus community should decide what constitutes sufficient attendance.

Guiding Principles

High expectations for attendance should continue to be maintained and dropout prevention measures should be in place for all campuses. Campuses should continue to have a comprehensive attendance plan to account for truancy, appeals for credit, and chronic absenteeism.

G: HB 4545

CURRENT CHALLENGES:

- The new statute is effective, as of June 16, 2021.
- Meeting the requirement of 30 hours of supplemental instruction outside the normal instructional day.
- Need to expand the available personnel pool to support student learning as tutors and interventionists.

EXEMPTIONS:

- 21.003, 21.0031, 21.053 Certification required to serve as a temporary tutor (Math, Science, English and Social Studies)

Guiding Principles

Current expectations for employee's certification should be maintained and a dedicated effort should be made to utilize current certified teachers in the areas of Math, English, Social Studies, and Science to tutor students according to HB 4545. If certified teachers are not available, then SRISD will hire a student teacher who is under the direction of a certified teacher to be allowed to tutor students in a content area of need.

H. Student Discipline

CURRENT STATUE:

EXPULSION FOR SERIOUS OFFENSES. (Ed. Code 37.007(c) & 37.010) (c) A student may be expelled if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior; while on the DAEP campus, despite documented behavioral interventions. For purposes of this subsection, "serious misbehavior" means:

- (1) deliberate violent behavior that poses a direct threat to the health or safety of others;
- (2) extortion, meaning the gaining of money or other property by force or threat;
- (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- (4) conduct that constitutes the offense of:
 - (A) public lewdness under Section 21.07, Penal Code;
 - (B) indecent exposure under Section 21.08, Penal Code;
 - (C) criminal mischief under Section 28.03, Penal Code;
 - (D) personal hazing under Section 37.152; or
 - (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

RATIONALE:

TEC 37.007(c) (noted above) states that a student placed in a District Alternative Educational Program (DAEP) who engages in documented serious misbehavior while on the DAEP campus despite documented behavioral interventions may be removed from class and expelled.

If the student is expelled, the board or its designee refers the student to the authorized officer of the juvenile court for appropriate proceedings under Family Code Title 3 (Juvenile Justice Code). The Santa Rosa ISD DAEP has a structured system of discipline. The Texas Education Code makes no allowance for students whose *persistent* misbehavior disrupts instruction and is detrimental to the educational environment to be expelled. Persistent misbehavior is defined as:

A student placed in a District Alternative Educational Program (DAEP) who engages in documented serious misbehavior while on the DAEP campus, despite documented behavioral interventions, may be removed from class and expelled. A student placed in a DAEP who engages in documented persistent misbehavior while on the DAEP campus, despite documented behavioral interventions, may be removed from class and expelled.

I: Local Health Advisory Council

EXEMPTION:

- TEC 28.004 requires the School Health Advisory Council (SHAC) committee to meet at least 4 times per year and requires an annual report to the Board of Directors.

REQUIREMENT:

While the District has established a SHAC, it will claim an exemption to section 28.004. An exemption would allow local control by the board of trustees, district administration, and the SHAC committee members to make determinations regarding the SHAC, such as the required number of days for meetings, the notices and retention of meeting minutes, the appointment and make-up of SHAC members and officers, the recording of meetings, and the adoption of curriculum material for the district's human sexuality instruction. Santa Rosa ISD Guidelines increased local control of the SHAC processes and procedures to allow Santa Rosa ISD to be adaptive to the district's local community values regarding the district's health education instruction.

RATIONAL:

An annual report to the board and the required number of meetings becomes a compliance fulfillment task, as opposed to having meaningful meetings and reports to the board when needed. The SHAC committee will continue to assist the district in ensuring that local community values.

L. COUNSELORS

- (TEC 33.002 (b) (FFEA LEGAL) TEC 33.002 (b))

CURRENT STATUTE:

Current law states that “A school district with 500 or more students enrolled in elementary school grades shall employ a school counselor certified under the rules of the State Board for Educator Certification for each elementary school in the district. A school district shall employ at least one school counselor for every 500 elementary school students in the district.”

PROPOSED FLEXIBILITY:

The flexibility created by opting out of TEC 33.002 (b) affords the District the following advantages: The ability to employ a licensed social worker, licensed clinical or master social worker, or licensed professional counselor rather than a SBEC certified school counselor in instances where the student populations and their families would be better served by the wrap around services provided by one of the aforementioned professionals.

M. ABSENCES FOR COLLEGE VISITS

Current Statute:

EXCUSED ABSENCES. (Ed. Code 25.087 (b-2) A school district may excuse a student from attending school to visit an institution of higher education accredited by generally recognized accrediting organization during the student’s junior and senior years of high school for the purpose of determining the student’s interest in attending the institution of higher education, provided that:

- (1) the district may not excuse for this purpose more than two days during the student’s junior year and two days during the student’s senior year; and
- (2) the district adopts:
 - (A) a policy to determine when an absence will be excused for this purpose; and
 - (B) a procedure to verify the student’s visit at the institution of higher education.

PROPOSED FLEXIBILITY:

Currently students are only allowed to have two excused school days to visit colleges or universities as College Days. In some cases, where students are visiting colleges out of state, students need more than the two days that are currently allowed to safely visit a college they are interested in attending or doing comparative visits to multiple colleges. Santa Rosa ISD will be exempt from the two-day excused absence limit for students visiting institutions of higher education. Students would be allowed more than the current two-day excused absence limit. Each situation would be evaluated by the attendance review committee on a case basis. The committee includes the principal, counselor and attendance clerk.

N. BANK DEPOSITORY CONTRACT

CURRENT STATUTE:

(BDAE LEGAL) (Ed. Code 45.205, 45.206)

Currently, each district must renew its depository contract every two years. The two-year contract term begins and ends in odd-numbered years. In accordance with the Texas Education Code the school district must include a uniform bid blank in the form prescribed by the State Board of Education rule.

PROPOSED FLEXIBILITY:

This exception is to allow the district to allow the district's banking contract to be extended beyond the allowable contract term if the district determines contract-pricing remains competitive and there is no operational or financial reason to send the district's banking services out for bid. This exemption lessens the administrative burden related to preparing and reviewing a Request for Proposal (RFP) when there is a limited number of banking institutions available to bid on the district's business.

P. REQUIRED PROFESSIONAL DEVELOPMENT

CURRENT STATUTE:

TEC §21.451 states the staff development provided by a school district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

PROPOSED FLEXIBILITY:

Santa Rosa ISD faculty are well trained in required staff development. Mandating these training courses annually only serves to add redundancy to back to schoolwork that can be better utilized in preparing for the students to return. Exempting from TEC §21.451 will have the following benefits:

- Staff has more time to prepare and plan for students.
- Staff is required to review and retrain every two years

Local Guidelines:

The district will set up and maintain a cycle system for all employees. All district employees will participate in the formal training following a two-year schedule in the following areas:

- Sexual Abuse and Maltreatment (Required New/Recommended Other annual)
- Sex Trafficking (Optional)
- Student on Student Bullying and Harassment (Recommended annual)
- Mental Health Promotion, Substance Abuse Prevention, and Suicide prevention
- (New only, one-time)
- Suicide Prevention Staff Development (New only) (all employees employed before September 2016 must have been trained initially)
- Dating Violence (as needed only)
- Food Allergies (as needed only)
- Epinephrine Auto-Injectors (Annual only school personnel authorized)
- Automated External Defibrillators (as needed only)
- CPR and First Aid (As needed to maintain current Cert.)
- Steroids (as needed only)
- Concussions (at least 1x every 2 years) (unless otherwise noted by UIL)
- Blood Borne Pathogens (New and annual refresher)
- Employee on Employee Harassment (New employee, annually or as needed)
- Conflict Resolution Training (only recommended or as needed)
- Technology use, Digital Learning (New employee, recommended as needed)
- Prayer in Public School (Recommended New, as needed)
- Student Records (FERPA) (as needed)
- Dating Violence (as per policy)

All teachers, faculty, and staff new to the district will complete the compliance training

during the first year of employment in the district. Everyone will complete the training during the first year of the two-year cycle. District and campus administrators may assign compliance training to an employee or group of employees at any time as needed during the two-year cycle.

Two-year cycle will be:

2023-24 – 2024-25

2025-26 – 2026-27