

Hamshire-Fannett ISD

District of Innovation

Final Plan Amendment

Updated October 20, 2025

I. Introduction

House Bill1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code. On December 17, 2018, the Hamshire-Fannett Independent School District's Board of Trustees received a petition from the District Site Base Committee to initiate the process of seeking a designation as a District of Innovation. The board approved the resolution. The purpose of this plan is to increase local control over district operations and support local initiatives that improve educational outcomes Hamshire-Fannett ISD student. A public hearing was held, followed by the Board of Trustees appointing a committee to begin the process of developing a local innovation plan. The committee is comprised of district leaders, teachers, parents, and community members. The role of the committee is to assist in the joint development and revisions of the plan prior to securing final approval by the district's Board of Trustees. Below is a list of all committee members and their title.

1.	Jon Burris	Assistant Superintendent
2.	Dr. Dwaine Augustine	Superintendent of Schools
3.	Stephen Edwards	Assistant Superintendent
4.	Morgan Rayburn	Instructional Technologist
5.	Mike Broussard	Teacher- High School
6.	Alison Stevenson	Teacher- High School
7.	Kerri Loiacano	Teacher- High School
8.	Casey Hancock	Higher Education Coordinator
9.	Elizebeth Mayfield	Teacher- Intermediate School
10.	Laura Berry	Teacher- Intermediate School
11.	Miranda Shipman	Teacher- Intermediate School
12.	Colby Richards	Principal- Intermediate School
13.	Alisha Martin	Teacher- Elementary School
14.	Lindsey Hone	Teacher- Elementary School
15.	Paula Payton	Teacher- Elementary School
16.	Byron Miller	Principal,-Elementary School
17.	Veronica Cardenas	Parent
18.	Celeste Ramsey	Parent
19.	Dixie Ferguson	Community Member
20.	Pastor Mike Parise	Community Member
21.	Brandi Norwood	Business Member
22.	Laura Clark	Business Member
23.	David Gilmore	School Board Member
24.	Mark Waggoner	Athletic Director
25.	Dr.Paul Shipman	Principal High School
26.	Adena Frazier	Assistant Principal High School
27.	Shawn Clubb	Principal- Middle School
28.	Janna Carter	Assistant Principal- Middle School
29.	Monica Kattner	Assistant Principal -Elementary
30.	Kelsey Eshliman	Assistant Principal- Intermediate

31. Melissa Hanks — Teacher Middle School
32. Melinda Walker — Teacher- Middle School
33. Elizabeth Ferguson — Teacher- Middle School
34. Jayne Dennis — Teacher- Middle School

II. Term:

The term of the Local Innovation Plan is for five (5) years, beginning at the start of the 2019-2020 school years and ending at the end of the 2023-2024 school years, unless terminated or amended earlier by the Hamshire-Fannett (ISD) Board of Trustees in accordance with the law. The committee will continue to monitor the implementation of the plan to ensure it meets the goals and expectations established by the district leadership team. The committee will also make recommendations to the Board of Trustees of any modifications required to the plan.

III. A Comprehensive Education Program:

The Local Innovation Plan is guided by and aligned with the HFISD's Vision and Goals to maximize the level of achievement for all students.

Vision Statement

The vision of Hamshire-Fannett Independent School District is to provide all students the opportunity to attain their maximum potential as productive citizens by offering a safe environment and exemplary education that reflects the moral and ethical values of the community.

District Goals:

1. Hamshire-Fannett ISD will have two workforce credit courses by the start of the 2019-2020 school year.
2. Hamshire-Fannett ISD campuses and district will obtain a "B" or higher for the 2019 accountability..
3. Hamshire-Fannett ISD will establish a baseline of the district's technology integration by the SAMR model by June 2019
4. Hamshire-Fannett ISD will develop a long range facility plan for the High School campus by August 2019.
5. Hamshire-Fannett ISD will establish a positive district culture by increasing parent perception of bullying from 50% to 70& by June of 2019.

Exemptions:

In order for Hamshire-Fannett ISD to achieve its vision, as well as to align the instructional practices and strategies to the overall goals established by the district leadership team, some flexibility in local control will be necessary to support the following areas:

- School Start Date
- Minimum attendance for credit
- Minimum minutes of instruction
- Designation of Campus Behavior Coordinator
- Teacher certification requirements
- ***Removal of Certain Individuals from Extra-curricular Activities***

It is the district's goal to ensure an on-going partnership between families, communities, and schools. We believe such a partnership is fundamental to the academic and social success of students. From this partnership, a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process. Hamshire-Fannett ISD will continue to facilitate a decision-making model where administrators, teachers, parents, and community members work collectively and collaboratively to improve the teaching and learning process to benefit all students.

1. School Start Date:

(EB legal) (TEC 25.0811)

Currently:

According to the Texas Education Code, public schools may not start school before the fourth Monday in August.

Proposed:

To best serve the students of HFISD, we propose to create a school calendar which serves the needs of our local community. Therefore, we are proposing moving the mandatory start date.

Rationale:

Starting school before the 4th Monday in August will enable HFISD to best meet the academic and socio-emotional needs of our students, families, and teachers. Advantages include the following: Balancing the amount of instructional time/days per semester.; Increased instructional days prior to the administration of SAT/ACT, Advanced Placement, TELPAS, and STAAR testing in the spring; scheduling of students taking dual credit courses at Galveston College; allowing students to enroll in summer college courses that start late in May and early June; align with surrounding districts that provide summer school to our students.

2. Minimum Attendance for Class Credit (90% Attendance Rule)

(TEC 25.083(b), (TEC 25.092)

Currently:

Students must demonstrate mastery of course content and be present for 90% of the classes to receive credit for the course.

Proposed:

Hamshire Fannett ISD proposes students receive course credit after demonstrating mastery of course content and with the recommendation of the campus principal. This exemption from current statute would allow Hamshire-Fannett ISD the flexibility to award credit to students who have demonstrated proficiency in course content but have not met the required number of minutes in class time.

Rationale:

Hamshire-Fannett ISD is committed to providing personalized instruction to all of its students. Our commitment extends to providing our students with enrichment and academic activities that often reach beyond the classroom. Participation in activities that engage the whole student in education may impact seat time in a course where they have demonstrated mastery such as online classes. The current provision requires us to penalize students by using an arbitrary and artificial attendance requirement. This innovation would allow students that are forced to miss classes due to emergency situations, or student who participate in various activities that focus on the whole child, to still receive credit by demonstrating mastery.

3. Minimum Minutes of Instruction

(EC Legal & EB Legal) (TEC 25.081)

Currently:

As outlined in Texas Education Code 25.081, school districts must provide a minimum of 75,600 minutes of instruction per year. The commissioner may adopt implementing rules to determine the minutes of operation that are equivalent to a day. The intent of the legislature was to standardize across all districts the amount of time students spent learning in a classroom.

Proposed:

HFISD will continue to meet the expectation of 75,600 minutes of instruction for its students annually. In order to best meet the needs of the students of HFISD, we seek flexibility in the length of the instructional day. Not being constrained by any implementing rules defining an instructional day would allow the district the flexibility to creatively adjust bell schedules to allow professional learning communities to operate consistently while still meeting the required number of annual minutes. The district may also consider options such as early release schedules, delayed starts, and staff development days.

Rationale:

HFISD believes that having a flexible school day benefits teachers and campus leaders who participate in Professional Learning Communities and staff development, by perfecting their craft, deepening their content knowledge, and analyzing student data. In addition, at the elementary level this flexible day allows for teachers to conference with parents about the progress of their child.

4. Designation of Campus Behavior Coordinator:

TEC 37.0012

Currently

TEC 37.0012 requires the designation of a campus behavior coordinator on each campus. This person is primarily responsible for maintaining student discipline and the implementation of Education Code-Chapter 37.

Proposed

HFISD would like more local control over campus disciplinary processes. The District still intends to comply with the statutory parental notification requirements outlined in 37.0012d when a student is placed into in-school, out-of-school suspension, DAEP.

Rationale

HFISD strongly believes in safe schools with a collaborative approach to discipline, with multiple people providing emotional and social support to students, rather than just one person. Multiple campus administrators will serve as Campus Behavior Coordinators to better serve the individual campus needs.

5.Teacher Certification:

(21.003,)
Currently:

In the event the district cannot locate a certified teacher for a position, or a teacher is assigned to a subject outside of his/her certification, the district must submit a request to the Texas Education Agency and wait for an approval or denial to be issued.

Proposed:

Decisions regarding certification for teachers in grades 6-12 will be handled locally. The goal of the district will be to continue to hire certified teachers; however, flexibility is needed in areas that are difficult to find highly effective candidates with the required teacher certification excluding special education or bilingual programs. Hamshire-Fannett ISD would implement the following process:

a. The campus principal may submit to the superintendent a request to allow an individual with certain qualifications who is not certified as a teacher to be eligible to teach in hard to fill positions including, but not limited to, TEA approved shortage areas such as, mathematics, science, Languages Other than English, Career and Technical Education Programs., to qualify to teach in the core areas, locally certified teachers must possess at least a bachelor's degree.
b. The campus principal may submit to the superintendent a request to allow a certified teacher to teach a subject out of their certified field. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses which qualify this individual to teach this subject.
c. A person seeking District Teaching Permit (local certification) should have the abilities and related knowledge/experience to fulfill the requirements of the position
d. The principal may submit to the Superintendent a request for District Teaching Permit (local certification) outlining all the individual's credentials/qualifications
Qualification that may be considered include but are not limited to: 1.) Professional work experience, 2.) Formal training and education, 3.) Active professional relevant industry certification or registration, 4.) Combination of work experience, training, and education, and 5.) Demonstration of successful experience working with students
e. The Superintendent will then approve the request if they believe the individual possesses the knowledge, skills and experience required for the position and feel the individual could be an asset to students
f. An employee working under a District Teaching Permit (local certification) will adhere to the same professional standards, ethics, and requirements of all certified teachers.
g.. An employee working under the District Teaching Permit (local certification) will be appraised under the same appraisal system as required of all certified teachers.
h. HFISD will inform parents if a teacher working under a District Teaching Permit (local certification) is employed for their child's class.
I. When feasible and based on district needs, the district will require individuals who are

locally certified to attain SBEC certification.

Rationale:

This exemption will allow more flexibility in our scheduling and more options for our students in class offerings. HFISD would like to create a more diverse pool of candidates with the skills and abilities to impact student achievement in specialized areas of instruction as we continue to grow our CTE program and core areas with hard to find teachers. The new process will afford the district the flexibility to hire professionals in certain trades, vocations, and other specialized areas such as welding, health sciences, architecture and construction, fine arts, and other academic and/or career and technical courses.

6. Removal of Certain Visitors:

(37.105)

Currently:

Texas Education Code §37.105, applies to removing visitors from campuses and school events. This applies to parents and community members, not students. In 2017, the Texas Legislature changed the law on how school administrators can eject unruly guests from school events. Under the law, the guest must be given a warning before he or she is ejected. Upon ejection, the guest must also be given notice of how he can appeal the ejection.

Given the heightened awareness of school safety, there may be instances where providing a warning and written notice of the appeal process is not in the best interest of student and spectator safety.

Proposed:

A school/district administrator, school resource officer, or school district peace officer may refuse to allow persons to enter on or may eject a person from property under the district's control immediately without warning and written notice of appeal if: 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.

A person refused entry to or ejected from property controlled by the district may appeal such refusal of entry or ejection in accordance with Board policy [see FNG, GF].

Rationale:

This will allow school personnel working events to more efficiently and safely manage activities. With the growing number of fan behavior incidents, this exemption will create a better school environment and enhance safety.

7. Grievance Process

(TEC 26.011) TEC Chapter 26A (DGBA LEGAL, FNG LEGAL, & GF LEGAL)

Currently:

School District have historically had the autonomy to structure their local grievance processes. The 89th Legislature passed SB 12, which created Chapter 26A, including specific requirements to facilitate grievances. The requirements include a longer timeline to file and respond to complaints, amendment of the record with submission of evidence at any time, even after the initial decision is issued, and promotes an adversarial process, rather than a resolution-oriented structure. 26A also requires grievance data to be reported through the Public Education Information Management System (PEIMS) with increased detail to enhance transparency and state oversight.

Proposed:

HFISD believes the new grievance structure removes the flexibility that allows administrators to efficiently and effectively resolve concerns. The increased timelines will result in spoliation of material evidence, rendering it difficult for the school to adequately address and respond to issues. Moreover, the statutes' structure shifts the grievance process from being resolution-oriented to adversarial by prohibiting the original decision maker from hearing the complaint and attempting to propose a resolution or formally explain the rationale for the decision. Finally, due to the length of time outlined to process the grievance, the reporting structure will result in the submission of data that mischaracterizes the nature of complaints and resolutions.

Rationale:

To facilitate the prompt resolution of grievances and to mitigate potential ongoing harm to grievants, HFISD has established expedited timelines for the filing of grievances and appeals, as well as for the issuance of the district's responses. These shortened deadlines are to ensure that matters are addressed and resolved in an efficient and timely manner. HFISD provides an opportunity for grievances to be resolved through informal means, which may result in underreporting or mischaracterization of grievance data submitted to the state. The availability of informal resolution processes facilitates promptness in addressing concerns, often prolonged by formal grievance timelines. Such mechanisms promote transparency, responsiveness, and engagement, thereby fostering a greater sense of inclusion and trust among parents, employees, and members of the community in the district's educational practices and governance.

HFISD will continue to comply with the constitutional requirements and facilitate a grievance process that allows parents, staff, and members of the public to petition the oard for redress of grievances.