

SANGER ISD

DISTRICT OF INNOVATION PLAN



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INTRODUCTION

House Bill 1842, passed during the 84th Legislative Session, allows Texas public schools with sufficient academic ratings to obtain exemptions from certain provisions of the Texas Education Code. The allowable exemptions apply to sections of the code that do not apply to charter or private schools, in an attempt to reduce the additional administrative or operational burdens placed on public schools.

To obtain exemptions, the District must create a Local Innovation Plan detailing the code requirements that inhibit the goals of the District and the benefits to the District expected from the exemption.

IMPLEMENTATION AND POLICY EXCEPTIONS

The District of Innovation Plan is designed to establish parameters within which Sanger ISD will operate to improve student opportunities. This Plan sets out the laws from which SISD seeks relief, enabling it to develop more innovative programming and better meet the needs of its stakeholders. Specific implementation plans will be developed by the appropriate campuses, departments, and committees to fully realize the Innovation Committee's work.

Adjustments to Board Policy will be researched, developed, and presented to the Board of Trustees where appropriate. It is the expectation of the Innovation Committee that all Board Policy language will reflect the spirit of the Committee's work and honor the parameters and limitations expressed in this Plan.

The Board of Trustees will annually convene the Local Innovation Plan Committee to review the Local Innovation Plan and ensure the recommendations continue to meet the needs of the District as intended and align with the SISD District Improvement Plan, Mission, and Vision.

TERM

The term of this plan will begin with the 2025–2026 school year and conclude at the end of the 2029–2030 school year, unless renewed or rescinded by the Innovation Committee and the Board of Trustees. The Innovation Committee will conduct an annual review of the plan to ensure it continues to align with the District's needs. Any amendments may be made without changing the plan's conclusion date. Any renewal of the plan will be posted on the District website for 30 days prior to approval by the Innovation Committee and the Board of Trustees.

TIMELINE

Date	
May 10, 2021	Board of Trustees approval to renew the District of Innovation Plan
December 1, 2022	District Education Improvement Committee approved an amendment to the District of Innovation Plan in a public meeting. See Exhibit A.
December 12, 2022	Board of Trustees approved the amendment to the District of Innovation Plan set forth by the District Education Improvement Committee. (See Exhibit A)
July 29, 2024	District Education Improvement Committee approved the amendment to the District of Innovation Plan in a public meeting. (See Exhibit B)
August 12, 2024	Board of Trustees approved the amendment to the District of Innovation Plan set forth by the District Education Improvement Committee. (See Exhibit B)
September 24, 2025	District Education Improvement Committee approved the amendments to the District of Innovation Plan in a public meeting. (See Exhibit C)
October 13, 2025	Board of Trustees approved the amendments to the District of Innovation Plan set forth by the District Education Improvement Committee. (See Exhibit C)
February 11, 2026	The District Education Improvement Committee approved renewing the District of Innovation Plan in a public meeting.
March 16, 2026	Board of Trustees approval to renew the District of Innovation Plan

SISD 2022 DISTRICT EDUCATION INNOVATION COMMITTEE

Name	Member Category
Dr. Tommy Hunter	Superintendent of Schools
Leann Loyless	Assistant Superintendent
Jennifer Mulkey	Director of Assessment and Accountability
Leon Elsbecker	Director of Technology
Tammy Austin	Instructional Technology Coordinator
Melissa Dorum	Assistant Director - DCSEC
Jennie Flaa	Sanger High School Principal
Anthony Love	Linda Tutt High School Principal
Jim Cain	Sanger Middle School Principal
Larry Shuman	Sixth Grade Principal
Cari Cockrell	Chisolm Trail Elementary Principal
Karly Sury	Elementary Teacher
Jennifer Reynolds	Secondary Teacher
Mandy George	Parent Representative
Rachel Corbin	Parent Representative
Hailey Phillips	Parent Representative

SISD 2024 DISTRICT EDUCATION INNOVATION AMENDMENT COMMITTEE

Name	Member Category
Dr. Tommy Hunter	Superintendent of Schools
Leann Loyless	Deputy Superintendent
Jennie Flaa	Assistant Superintendent
Jennifer Mulkey	Director of Assessment and Accountability
Robert Tillison	Director of Technology
Tammy Austin	Instructional Technology Coordinator
Melissa Dorum	Assistant Director - DCSEC
Jay Swafford	Sanger High School Principal
Kim Mills	Sanger Middle School Principal
Larry Beam	Sixth Grade Principal
Sally Herrell	Clear Creek Intermediate Principal
Jill Morphis	Butterfield Elementary Principal
Cari Cockrell	Chisolm Trail Elementary Principal
Sarah Mulkern	Clear Creek Elementary Interventionist
Jennifer Reynolds	Sanger High School RLA Teacher
Mandy George	Parent Representative
Rachel Corbin	Parent Representative
Hailey Phillips	Parent Representative

SISD 2025 DISTRICT EDUCATION INNOVATION AMENDMENT COMMITTEE

Name	Member Category
Jennie Flaa	Deputy Superintendent
Tina Yant	Director of Curriculum & Instruction
Kim Mills	Instructional Services Coordinator
Amanda Howland	Chisholm Trail Elementary Principal
Jill Morphis	Butterfield Elementary Principal
Tiffany Wilson	Clear Creek Elementary Assistant Principal
Tiffany Roelofs	Sanger Middle School Assistant Principal
David Breau	Sanger High School Assistant Principal
Beth Swaim	Sanger ISD District Nurse
Delia Trahan	Sanger High School Counselor
Cynthia Twohig	Chisholm Trail Elementary Special Education Teacher
Lori Berkhimer	Clear Creek Elementary Special Education Teacher
Todd Ledbetter	Linda Tutt High School Special Education Teacher
Doreen Clay	Chisholm Trail Elementary Kindergarten Teacher
Kimberly Douglass	Clear Creek Elementary Third Grade Teacher
Susan McGuire	Butterfield Elementary Fourth Grade Teacher
Gina Brown	Butterfield Elementary Third Grade Teacher
Janna Hamilton	Sanger Middle School RLA Teacher
Estella Carrasco	Sanger Middle School Paraprofessional
Angie Glancy	Sanger High School Science Teacher
Will Wimmer	Linda Tutt High School Teacher
Kerri Heskett	Linda Tutt High School Counselor
Amanda Taylor	Parent Representative
Katie Herring	Parent Representative

Jennifer Caldwell	Parent Representative
Kacie Attaway	Parent Representative
Larry Shuman	Community Representative
John Henderson	Community Representative
Stephanie Underwood	Business Representative
Kelsey Burton	Business Representative
Bailie Hill	Business Representative

SISD 2026 DISTRICT EDUCATION INNOVATION RENEWAL COMMITTEE

Name	Member Category
Jennie Flaa	Deputy Superintendent
Tina Yant	Director of Curriculum & Instruction
Kim Mills	Instructional Services Coordinator
Amanda Howland	Chisholm Trail Elementary Principal
Tiffany Wilson	Clear Creek Elementary Assistant Principal
David Breaux	Sanger High School Assistant Principal
Cynthia Twohig	Chisholm Trail Elementary Special Education Teacher
Kimberly Douglass	Clear Creek Elementary Third Grade Teacher
Gina Brown	Butterfield Elementary Third Grade Teacher
Angie Glancy	Sanger High School Science Teacher
Will Wimmer	Linda Tutt High School Teacher
Jennifer Caldwell	Parent Representative
Kacie Attaway	Parent Representative
Larry Shuman	Community Representative

DISTRICT IMPROVEMENT PLAN

This Innovation Plan is guided by and aligned with the District Improvement Plan.

MISSION

The mission of Sanger Independent School District is to create a learning community that engages, challenges, and inspires all students. We will educate our diverse population in an atmosphere that encourages academic, physical, and creative achievement and promotes strong character.

VISION

Our Students develop into responsible, productive citizens and lifelong learners. Our schools attract and retain the most qualified and dedicated personnel, and they have safe, clean, pleasant, and well-equipped facilities.

Our Schools set high learning standards in all subject areas and challenge all students to achieve at the highest possible level.

Our Community provides an environment of trust, respect, and pride. The Community supports our educators and provides resources to help students achieve.

1. Class Size in Kindergarten through 4th Grade

TEC § 25.112

TEC Language

(a) states that, except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. Texas Education Code Section 25.113 (a) states that 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.

Local Innovation Strategy

The District will maintain the 22:1 student-to-teacher ratio in Kindergarten through 4th grades and will continue to follow a thoughtful planning process, assign teachers to schools with growing student enrollment, review staffing ratios, and make decisions in the best interests of students while considering the District's financial capacity. If class sizes exceed the 22:1 ratio in Kindergarten – 4th 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 SISD local control over classes.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on **[March 16, 2026]**. The revised language shall take effect on that date.*

2. First Day of Instruction (School Start Day)

TEC § 25.0811

TEC Language

Texas Education Code Section 25.0811 (a) states that a school district may not begin instruction before the 4th Monday in August, unless the school operates year-round, or if district has more than 190,000 students: the days are financed by local funds, or the campus is under comprehensive reform, or the majority of the students at the campus (es) are educationally disadvantaged.

Local Innovation Strategy

Flexibility in the start date would allow the district to address issues arising from current calendar constraints. The district will have the flexibility to designate the first day of school each year. The calendar exemption does not affect the number of contract days for teachers, which will remain the same.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. The revised language shall take effect on that date.*

3. Teacher Certification - CTE

TEC § 21.003(a)

TEC Language

(a) states that 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.

Local Innovation Strategy

SISD will establish local guidelines to allow issuing local teaching permits for any CTE core and non-core class teacher. The district's local guidelines will maintain the requirements for criminal background checks and classroom management training and preparation, including, at the district's discretion, optional support for a mentor teacher. Refer to Policy DBA.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on **[March 16, 2026]**. The revised language shall take effect on that date.*

4. Site-Based Decision Making

TEC § 11.251

TEC Language

States that the board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.

Local Innovation Strategy

SISD remains committed to valuing all stakeholders (students, staff, parents, community, and business) in the design of the educational programming. Therefore, SISD will remain transparent with all campus and district matters; however, each SISD campus will now have the flexibility to determine the membership of its site-based decision-making team, as appropriate for its unique campus needs. SISD will continue to develop district- and campus-level improvement plans based on a comprehensive needs assessment.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on **[March 16, 2026]**. The revised language shall take effect on that date.*

5. Probationary Contracts

TEC § 21.102

TEC Language

(b) states that “a probationary contract may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district.”

Local Innovation Strategy

Often, this period is insufficient to evaluate the teacher’s effectiveness in the classroom, since teacher contract timelines require employment decisions to be made before end-of-year classroom and student data are available.

By providing an additional year of probationary status, the campus and district administration can:

- Better evaluate a teacher’s effectiveness;
- Ensure fit for the district and campus culture; and
- Provide an opportunity for teacher growth.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on **[March 16, 2026]**. The revised language shall take effect on that date.*

6. Teacher Contract Days

TEC § 21.401

TEC Language

Defines a teacher contract as a ten-month contract equivalent to 187 days.

Local Innovation Strategy

School law has converted required student instructional and attendance days to 75,600 minutes. This change could reduce the number of days students must attend school, but it does not address a similar need to reduce the number of days required for teachers, if a district deems it appropriate.

- This would better align the number of teacher days to the 75,600 minutes required of students
- Reduces the teacher contract from 187 days to a decreased length with no effect on their salaries
 - Increases the daily rate that the district pays the teachers
 - Enhances recruitment
 - Improves morale

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. The revised language shall take effect on that date.*

7. Minimum Attendance for Class Credit or Final Grade

TEC § 25.092

TEC Language

Requires that a student must be in attendance a minimum of 90% of the school days to receive credit.

Local Innovation Strategy

There may be various ways to allow students to demonstrate mastery of a given course despite unforeseen circumstances that led to their attendance falling below the 90% threshold. With a strategic goal that includes personalized learning, instruction, and learning platforms may be developed to allow students a variety of options, including those for non-traditional students.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on **[March 16, 2026]**. The revised language shall take effect on that date.*

8. Teacher Conferences

TEC § 21.404

TEC Language

Each classroom teacher is entitled to at least 450 minutes of instructional preparation time within each two-week period, including parent-teacher conferences, evaluating students' work, and planning.

Local Innovation Strategy

The District will utilize the following strategies:

- The District shall have flexibility regarding when and how it provides planning and preparation time to teachers to align with a four-day instructional week.
- Educators will continue to have daily time for planning and preparation.
- Exemption from the requirement will provide the district with the local control needed to determine how best to use staff time, especially as it pertains to collaborative planning and meeting the needs of our students.

Revision Note:

*This provision was **revised (wordsmithing/clarifying)** as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. The revised language shall take effect on that date.*

9. Access to Instructional Materials and Syllabi

TEC § 26.006, 26.002

TEC Language

Parents are entitled to review all materials used in a class, including textbooks, supplementary materials, and online content. Districts must also ensure that parents can access instructional materials on the District's website or homepage at the beginning of each semester.

Local Innovation Strategy

This statutory requirement, as written, does not fully align with the diverse instructional needs of Sanger ISD and can create unnecessary burdens without improving transparency for families. The District will continue to welcome parents to submit any questions or concerns about instructional materials or lesson plans to their student's campus administration. Sanger ISD has a review process in place to address questions and provide clarifications, including the option for parents to directly send their inquiries to their child's assigned instructor or campus administration.

Addition Note:

This provision was added as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. This provision shall take effect on that date.

10. Number of Teacher/Parent Conferences

TEC § 28.022

TEC Language

School districts are required to hold two in-person parent-teacher conferences each school year.

Local Innovation Strategy

The new requirement creates a burden for District personnel that does not inherently promote efficient and impactful ways for parents and students to engage with educators or improve student performance. The District shall be exempt from this requirement. Its staff will continue to provide one (1) parent conference per academic year. Additionally, the District staff accommodates as many meetings as necessary to support family schedules and ensure open, ongoing dialogue and collaboration.

Addition Note:

This provision was added as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. This provision shall take effect on that date.

11. GPA Calculation

TEC § 28.0252

TEC Language

Chapter 28 of the Texas Education Code now requires the Commissioner of Education to develop a standardized method for calculating high school grade point averages (GPAs). Under this law, all public schools in Texas must give equal additional weight to Advanced Placement (AP), International Baccalaureate (IB), OnRamps dual enrollment, and other dual credit courses. The intent of the bill is to create a fair and consistent statewide system for recognizing advanced coursework, ultimately promoting greater equity in college admissions and scholarship opportunities for students across districts. School districts are required to use the standard method developed by the Commissioner.

Local Innovation Strategy

Sanger ISD will continue to follow its current GPA calculation methods in accordance with existing district policies and procedures. Should the Commissioner finalize and mandate a new GPA calculation method, the District will carefully review the guidance, determine any necessary changes, ensure implementation is both fair and effective, and make a further assessment on whether to implement the Commissioner's standards or continue with its then-existing district policies and procedures.

Addition Note:

This provision was added as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. This provision shall take effect on that date.

12. Acquisition of Library Materials

TEC § 33.026

TEC Language

School boards are required to adopt a library acquisition policy that includes specific procedures school districts must follow before acquiring library materials. The law requires that materials be reviewed and approved in advance by a certified school librarian and be verified for compliance with age-appropriateness, educational suitability, and community standards. Additionally, it mandates a multi-step vetting process, documentation of acquisition decisions, and the public posting of selected materials before they are made available to students.

Local Innovation Strategy

The District already has competent, board-approved policies, implemented by certified librarians, in place that govern the acquisition of library materials in a manner that ensures transparency, appropriateness, and educational value. These policies and procedures are fully compliant with the standards required by Texas law and guidance from the Texas Education Agency. The statutory process under § 33.026 introduces redundant and restrictive requirements that may delay access to timely instructional and enrichment resources. It also places bureaucratic barriers in front of trained library professionals who are certified to select age-appropriate, curriculum-aligned materials that are consistent with standards set by Texas law. Additionally, the public pre-approval requirement undermines the expertise of certified school educators and creates delays and roadblocks in getting library materials to students who benefit from them. Furthermore, the mandated documentation process creates an administrative burden that consumes time and resources better allocated to instructional support. While Sanger ISD fully supports transparency and parental engagement in the school library process, the rigid requirements of TEC § 33.026 are unnecessary and duplicative of local safeguards already in place. This exemption allows Sanger ISD to preserve instructional flexibility, uphold librarian professionalism, and provide students with timely access to enriching and appropriate materials—without compromising accountability or community trust. Thus, the District shall maintain its practices as it relates to the acquisition of library materials, which shall include the input and review of the district librarian and Superintendent of Schools.

Addition Note:

This provision was added as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. This provision shall take effect on that date.

13. Local School Library Advisory Council

TEC § 33.025

TEC Language

School Districts to establish a School Library Advisory Council at any campus where either 10% of parents or 50 parents (whichever is fewer) submit a written request for such a council. The council must include at least five members, with a majority being parents of currently enrolled students who are not employed by the district. The council is tasked with reviewing library materials, providing input on the selection and removal of resources, making recommendations to ensure materials are age-appropriate and aligned with community values, reviewing all books and other materials objected to by any District parent, and advising on such objections. The law also requires districts to notify parents of their right to request council formation and to maintain transparency through open meetings, public records, and timely reporting of council activities and decisions.

Local Innovation Strategy

Sanger ISD will be exempt from the statutory requirement that mandates the creation of a School Library Advisory Council upon petition by 10% of parents or 50 parents. Sanger ISD already has strong, board-approved procedures in place for selecting, reviewing, and reconsidering library materials—led by the District’s certified librarian and educators. The District process is also aligned with state-mandated requirements and guidance from the Texas Education Agency. Creating an advisory council risks undermining the professional judgment of educators and librarians, introduces the judgment of non-certified individuals, introduces potential for politicization of instructional resources, and could very easily lead to inconsistency across campuses. Furthermore, the statute presents an administrative burden, requiring staff time and resources that would be better directed toward student learning and support. The District shall continue to allow meaningful parental review and involvement, including access to their child's library checkout records if requested, formal challenge procedures, and transparency in material selection. In addition, concerned individuals may also speak with teachers, administration, and/or the school board through District complaint processes and/or during the open forum of any regularly scheduled board meeting. The District remains committed to ensuring age-appropriate and educationally sound resources while maintaining an efficient and effective oversight structure that includes educator expertise and parent input, without the disruption and/or duplication caused by the statutory requirements in § 33.025.

Addition Note:

This provision was added as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. This provision shall take effect on that date.

14. Local Grievance Procedures

TEC § Chapter 26A

TEC Language

School boards are required to adopt a grievance procedure that complies with Chapter 26A under which the board shall address each grievance that the board receives concerning a violation of a right guaranteed by this chapter, of a board of trustees policy, or of a provision of this title.

Local Innovation Strategy

The District follows established grievance procedures as outlined in local district policies DGBA, FNG, and GF, specifically in relation to the timelines for filing an appeal and for hearing such complaints. The district believes that a requirement for complaints to be submitted within 15 district business days from the date the grievant either knows, or with reasonable diligence should have known, of the decision or action that is the subject of the grievance ensures prompt attention and resolution of concerns. In cases where the grievant does not receive the requested relief at the prior grievance level, or if the response deadline has passed without a reply, the parent may proceed by requesting a conference with the Superintendent or the Superintendent's designee to appeal the previous decision. This appeal must be submitted in writing, using the district-provided form, within ten (10) district business days of receiving the written response from Level One or Level Two. If no written response is provided, the appeal must be submitted within ten (10) district business days following the deadline for the response at the applicable level. The District's current grievance policies also provide for a Level Three grievance to the board of trustees, except for grievances related to extracurricular activities. Accuracy of information and access to individuals who are needed to provide necessary information surrounding an issue could be compromised after 60 to 90 days following an event that a parent wishes to grieve. It is imperative that grievances and complaints are filed in a timely manner to ensure the best and most prompt response.

Sanger ISD will continue to adhere to an established grievance policy with procedures and timelines as outlined in its local Board's policies DGBA, FNG, and GF. Such policies ensure thorough documentation of each step in the grievance process and provide adequate time for complaints to be filed and heard. All records related to grievances, including submitted forms, communications, investigations, findings, resolutions, and any corrective actions, are systematically maintained at the district level to ensure transparency, accountability, and compliance with legal and policy standards. The District is committed to monitoring the legality and appropriateness of every decision and action taken. The District is further committed to hearing, reviewing, and attempting to resolve all complaints, as well as to taking corrective action, where appropriate. Sanger ISD's long-standing grievance policy will ensure that all such complaints are carefully reviewed and that district responses are in alignment with state and federal regulations, as well as all other local board policies. Additionally, the District will

review and modify its local grievance procedures and processes regularly to determine appropriate changes deemed necessary.

Addition Note:

This provision was added as part of the District of Innovation Plan renewal approved by the Board of Trustees on [March 16, 2026]. This provision shall take effect on that date.

15. School Health Advisory Committee (SHAC)

TEC § 28.004

TEC Language

States that a district shall establish a health advisory committee to ensure that local values are reflected in the district's health education instruction.

Local Innovation Strategy

~~This change would allow for members of the SISD District Educational Improvement Council (DEIC) to address the district's health education needs, as they are aware of the needs of the district and the students. This will consolidate the number of meetings and the number of committees required by law and will better serve this community. The DEIC will convene at least two times per year to address these needs as well as many other necessary issues.~~

Removal Note:

This provision was removed from the District of Innovation Plan as part of the renewal approved by the Board of Trustees on [March 16, 2026]. This provision is no longer in effect as of this date.

16. Educator Certification Requirement for Teachers and Other Educators

TEC § 21.003, 21.053, 21.055

TEC Language

Outlines state certification standards for teachers. An exemption from these requirements allows SISD to issue a school district teaching permit to individuals who do not hold a teaching certificate, but whom the district deems best suited to teach in a particular area. This applies to grades K-12 in all subject areas except Special Education/ESL/Bilingual and Prekindergarten certifications.

Local Innovation Strategy

~~This exemption relates only to those positions that the District identifies as difficult to fill and would be addressed on an individual basis. All staff hired under a school district teaching permit will benefit from the same rights and responsibilities as certified teachers within the district. After the required posting period and interviews, the principal must specify in writing the reason for the request and document what specific credentials the prospective teacher possesses that would qualify the individual to teach that subject(s). The superintendent must approve the selection and report the action to the Board at the first board meeting following the assignment. The District and local campus will assess appropriate training needs for any teacher hired under this exemption. This is a local certification only and does not transfer to another school district. Furthermore, since individuals would be certified locally, parent notification of “inappropriately certified or uncertified teachers” under Sec 21.057 would no longer be necessary.~~

Removal Note:

This provision was removed from the District of Innovation Plan as part of the renewal approved by the Board of Trustees on [March 16, 2026]. This provision is no longer in effect as of this date.

17. Three-Day Limit on Suspensions

TEC § 37.005/FOB Legal

Rationale

The current policy states, “A suspension may not exceed three school days.” This exemption is desired to change the maximum number of days of suspension allowed.

The law has been interpreted to apply to both in and out-of-school suspensions. This limitation minimizes the options a campus has for discipline without sending a student to DAEP.

The committee discussed how additional days on campus in suspension could help a campus avoid excessive discretionary DAEP placements. Allowing students to stay on campus and close to their normal educators and services is beneficial.

Local Innovation Strategy

~~TEC Ch. 12A.003(b)(1)(E) any other innovations prescribed by the board of trustees. Because of the law’s three-day limit on suspensions, campus staff are limited in the disciplinary options available for students for moderately serious offenses. Exemption from this requirement will allow campuses to keep students on campus and closer to their regular teachers during a disciplinary placement rather than always opting to send students to the disciplinary alternative educational placement. Providing a range of options for the campus is a new and innovative way of thinking about discipline and more fully meeting a student’s needs while being disciplined.~~

Removal Note:

This provision was removed from the District of Innovation Plan as part of the renewal approved by the Board of Trustees on [March 16, 2026]. This provision is no longer in effect as of this date.