



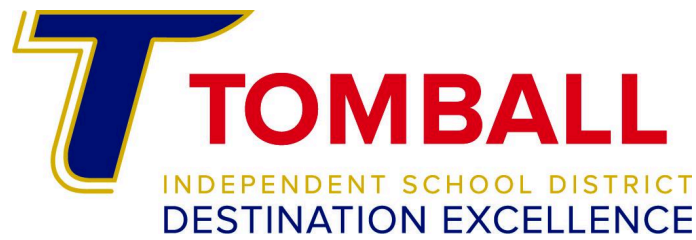
Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

*District of Innovation
Renewal Plan 2026-2031*



At Tomball ISD, we are not a big, impersonal school district; we are a home for people looking for a warm, close-knit community where teachers, principals, staff and administrators truly care about each individual child. We are also a destination for our strong academic programs and a wide variety of extracurricular activities. Our focus is to make sure that every single student finds a place to belong, a passion to pursue and a love of learning that will serve him or her well beyond the years spent with us.

Board of Education

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District Leadership

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Superintendent of Schools

Zachery Boles
Chief Financial Officer

Dr. Steven Gutierrez
Chief Operating Officer

Dr. Amy Schindewolf
Deputy Superintendent

Holly Sherman J.D.
General Counsel

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Chief Academic Officer

Dr. George Flores
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Assistant Superintendent of Development & Engagement

Mark White
Assistant Superintendent of Accountability

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TOMBALL ISD NON-DISCRIMINATION POLICIES

General Policies

Tomball ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Karen Graves, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2010, karengraves@tomballisd.net

Tomball ISD Board Policy FFH (LOCAL)

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Tomball ISD Board Policy DIA (LOCAL)

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of any other prohibited basis related to sex.

Vocational Programs

Tomball ISD offers career and technical education (CTE) programs of study in a variety of fields published in the Tomball ISD Course Catalog along with admission requirements.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Tomball ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Steve Guerrero, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2061, steveguerrero@tomballisd.net; and or the Section 504 Coordinator, Steven Shiels, 11211 F.M. 2920, Tomball, TX 77375, (281)357-3100, Ext. 4111, stevenshiels@tomballisd.net.

District, Vision, Mission, Goals, and Objectives

District Vision

Tomball ISD students will lead in creating the future.

District Mission

Tomball ISD empowers students to become impactful, contributing citizens by providing innovative, individually rigorous and personally valuable educational experiences while partnering with the community.

District Goals

Tomball ISD will:

1. Recruit, develop, and retain highly qualified staff who foster connections and are empowered to continue to seek growth opportunities and influence student success for all.
2. Foster a resilient school community by intentionally equipping staff to promote healthy behaviors, decision-making, and emotional growth.
3. Provide a comprehensive character education framework to develop contributing citizens and leaders in the community.
4. Prioritize family and community partnerships to cultivate pride and ensure a strong and stable public school experience.
5. Provide a safe, secure, and caring environment that nurtures a sense of physical and social safety for the entire school community.
6. Empower students with the knowledge necessary to be responsible, ethical digital citizens, while navigating the digital world.
7. Create a unified technology vision across all campuses that enriches high quality instruction.
8. Provide a premier learning experience for present and future students through maximum utilization of financial and physical resources.
9. Design and deliver innovative, aligned professional learning that inspires high expectations and fosters autonomy.
10. Ensure relevant college, career, and military readiness programming to cultivate a deeper understanding of vertical alignment for career awareness and post-secondary planning.

District Objectives

All Tomball ISD students will:

1. Develop the necessary skills and competencies to excel in college, the military, careers, and various life pursuits, ensuring they are prepared for success in whichever path they choose.
2. Demonstrate resilience and self-awareness to overcome barriers and experience belonging.
3. Responsibly engage and adapt to emerging global technology and leverage these skills as a tool for their learning.
4. Maximize their own academic potential by turning obstacles into opportunities.
5. Develop and internalize the ability to function independently and collaborate effectively with others while cultivating essential skills that ensure their success in various aspects of life.
6. Demonstrate respect for themselves and others, developing character skills such as integrity and resilience that reinforce healthy behaviors.
7. Cultivate a deeper understanding of service mindedness, empowering them to become active stewards of the community.

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Tomball ISD Strategic Plan

<p>Goal 1 Tomball ISD will recruit, develop, and retain highly qualified staff who foster connections and are empowered to continue to seek growth opportunities and influence student success for all.</p>	
	<p>Strategy 1 Provide relevant professional development that reflects staff needs through feedback and allows autonomy to staff both in person and virtually.</p>
	<p>Strategy 2 Focus on communication and relationships through open and honest feedback that influences culture and needs of individual campuses and departments.</p>
	<p>Strategy 3 Develop strategies that enable employees to progress through career pathways.</p>
	<p>Strategy 4 Develop a way to incentivize highly qualified substitutes.</p>
	<p>Strategy 5 Reduce duplicate paperwork requirements for all staff.</p>
<p>Goal 2 Tomball ISD will foster a resilient school community by intentionally equipping staff to promote healthy behaviors, decision-making, and emotional growth.</p>	
	<p>Strategy 1 Develop a comprehensive professional development program to address behavioral health for staff and students.</p>
	<p>Strategy 2 Conduct a needs assessment on district and campus resources to ensure every student has a place to belong in relation to clubs, organizations, and mentor programs.</p>
	<p>Strategy 3 Utilize data-driven decision-making cycles to ensure Tomball ISD provides programs that meet the various behavioral health needs of the district's increasingly diverse student population.</p>
	<p>Strategy 4 Promote collaboration among educators, counselors, administrators, and community stakeholders to develop holistic approaches to student well-being.</p>
<p>Goal 3 Tomball ISD will provide a comprehensive character education framework to develop contributing citizens and leaders in the community.</p>	
	<p>Strategy 1 Implement comprehensive distinguished character education programs from pre-kindergarten to grade 12.</p>

	<p>Strategy 2 Develop a comprehensive, accessible, and engaging Parent University program that empowers parents with the knowledge, skills, and resources to support their children’s academic success, college and career readiness, and mental health and wellness.</p>
	<p>Strategy 3 Ensure districtwide distinguished model implementation of The Texas Model for Comprehensive School Counseling.</p>
<p>Goal 4 Tomball ISD will prioritize family and community partnerships to cultivate pride and ensure a strong and stable public school experience.</p>	
	<p>Strategy 1 Increase family engagement and awareness through comprehensive, targeted communication strategies.</p>
	<p>Strategy 2 Expand opportunities to market and recognize community partnerships.</p>
	<p>Strategy 3 Develop communication systems that highlight district curriculum, instruction, and learning environments that create students’ school experiences.</p>
<p>Goal 5 Tomball ISD will provide a safe, secure, and caring environment that nurtures a sense of physical and social safety for the entire school community.</p>	
	<p>Strategy 1 Implement ongoing educational campaigns to promote kindness, respect, and inclusivity within the school community.</p>
	<p>Strategy 2 Install modern security systems on campuses and transportation services.</p>
	<p>Strategy 3 Enhance strong relationships with local law enforcement, healthcare providers, and community organizations to create a network of support that can provide additional resources and assistance when needed.</p>
<p>Goal 6 Tomball ISD will empower students with the knowledge necessary to be responsible, ethical digital citizens, while navigating the digital world.</p>	
	<p>Strategy 1 Design methods that assess the accessibility, usage, maximization and viability of current technological resources to ensure students have continuous access to the latest tools and platforms that support safe and ethical digital practices.</p>
	<p>Strategy 2 Assess and incorporate safe and responsible measures for emerging technologies, such as artificial intelligence and virtual reality in the curriculum to teach students about their ethical implications including the evaluation of credible resources of digital information.</p>

	<p>Strategy 3 Integrate digital citizenship competencies within the TISD K-12 character education framework and cross-departmental core content courses through meaningful instructional opportunities focused on prevention strategies and appropriate standards of healthy and responsible online behavior.</p>
	<p>Strategy 4 Design a resource toolkit with materials, guidelines, and best practices for parents and staff to support students in becoming responsible digital citizens.</p>
<p>Goal 7 Tomball ISD will create a unified technology vision across all campuses that enriches high-quality instruction.</p>	
	<p>Strategy 1 Research, pilot, and prioritize promising new technologies as they emerge that, within our curriculum, seamlessly allow for hands-on project-based learning experiences that equip students with future-ready skills.</p>
	<p>Strategy 2 Design and deliver comprehensive professional development opportunities and training for educators on how to integrate emerging technologies to better support personalized learning and promote critical thinking, problem-solving and collaboration.</p>
	<p>Strategy 3 Incorporate emerging technologies, such as artificial intelligence and virtual reality, in the instructional practices of professional learning communities to foster creativity, enhance learning experiences and maximize efficiency.</p>
	<p>Strategy 4 Create and implement a plan and organizational structure with effective communication to ensure all students, parents, staff, and community stakeholders have equal access and continuous support for emerging technologies.</p>
<p>Goal 8 Tomball ISD will provide a premier learning experience for present and future students through maximum utilization of financial and physical resources.</p>	
	<p>Strategy 1 Engage the community as part of a strategic approach to debt management capitalizing on opportunities to lower interest rates and reduce impacts to taxpayers.</p>
	<p>Strategy 2 Implement a 10-year Master Facility and Capital Replacement Plan, evaluating the efficient use of facilities and equipment to enhance the learning environment.</p>
<p>Goal 9 Tomball ISD will design and deliver innovative, aligned professional learning that inspires high expectations and fosters autonomy.</p>	
	<p>Strategy 1 Establish districtwide systems for instructional coaching development to strengthen skill sets of all instructional staff.</p>
	<p>Strategy 2 Increase educator proficiency on how professional learning community (PLC) practices enhance learning</p>

	outcomes through cycles of continuous improvement.
	<p>Strategy 3 Implement a leadership framework to maximize educator capacity by providing opportunities for all staff members to become effective leaders in their current role.</p>
	<p>Strategy 4 Develop professional learning guidelines and best practice standards to create clarity and fidelity of high-quality professional development.</p>
<p>Goal 10 Tomball ISD will ensure relevant College, Career, and Military Readiness (CCMR) programming to cultivate a deeper understanding of vertical alignment for career awareness and post-secondary planning.</p>	
	<p>Strategy 1 Develop and conduct a comprehensive and continuous assessment system capable of addressing the current reality of TISD college and career readiness programming to determine strengths and opportunities.</p>
	<p>Strategy 2 Engage stakeholders using methods that ensure parents, staff, and students are well-informed about the benefits of college and career readiness for their students.</p>
	<p>Strategy 3 Develop a TISD CCMR comprehensive, vertical curriculum mapping and integration plan, grades K-12, that includes current CTE pathways, and embeds college readiness and practical life-skills to maximize each student's unique talents and abilities.</p>
	<p>Strategy 4 Explore innovative, flexible master scheduling to ensure every TISD student is provided a personalized pathway to achieving their postsecondary readiness.</p>
	<p>Strategy 5 Recruit and develop staff who can readily support growth of TISD's career and technical pathways and advanced academic programs.</p>

LEGAL NOTICE

Tomball ISD District of Innovation Renewal Plan for 2026-2031

Background

The original Tomball ISD District of Innovation Plan was developed during the 2016-2017 school year. It was publicly posted November 8, 2016; and then approved by the Board on December 8, 2016. The Board notified the Commissioner of the approved plan on December 14, 2016. The original Tomball ISD District of Innovation Plan was in effect from the 2017-2018 school year through 2021-2022 school year.

A revised plan was approved for renewal during the 2021-2022 school year to be in effect from the 2022-2023 school year through the 2026-2027 school year. Due to statutory changes, the plan is now being revised during the 2025-2026 school year to be in effect for the remainder of the 2025-2026 school year through the 2030-2031 school year.

Amendment and Renewal Process

A designated District of Innovation may choose to amend or renew its plan at any time pursuant to applicable sections of Texas Education Code (TEC) and Texas Administrative Code (TAC). The processes for amending and renewing a plan are different, however. Please see the information below.

TEC §12A.007

A local innovation plan may be amended, rescinded, or renewed if the action is approved by a vote of the district-level committee established under Section 11.251, or a comparable committee if the district is exempt from that section, and the board of trustees in the same manner as required for initial adoption of a local innovation plan under Section 12A.005.

19 TAC §102.1313

(a) A district innovation plan may be amended, rescinded, or renewed if the action is approved by a majority vote of the district-level committee established under the Texas Education Code (TEC), §11.251, or a comparable committee if the district is exempt from that section, and a two-thirds majority vote of the board of trustees.

(b) The district shall notify the commissioner of education of any actions taken pursuant to subsection (a) of this section along with the associated TEC exemptions and local approval dates.

AMENDMENT

An amendment would consist of a change to the plan WITHIN the original adoption period.

19 TAC §102.1313(a)(1)

An amendment to an approved plan does not change the date of the term of designation as an innovation district. Exemptions that were already formally approved are not required to be reviewed.

- An amendment may be made to a DOI plan at any time during the term of the plan.
- An amendment to a DOI plan does not require the district to repeat the adoption process in its entirety (see “Process Requirements” chart on page 2).

- An amendment to a DOI plan does not change the date of the term of the plan; the original adopted term must remain the same.

RENEWAL

19 TAC §102.1313(a)(3)

During renewal, all sections of the plan and exemptions shall be reviewed and the district must follow all components outlined in §102.1307 of this title (relating to Adoption of Local Innovation Plan).

- A DOI plan may be renewed at any time during the term of the plan.
- A district may only have one innovation plan at any given time (19 TAC §102.1311). As such, a renewed plan takes effect only after the term of the district’s current innovation plan expires. In the instance that the district intends for the term of a renewed plan to begin prior to the expiration of its current plan, the renewed plan supersedes the district’s current plan at that time and the current plan is considered void.
- The district must repeat the adoption process outlined in 19 TAC §102.1207, however 2 specific steps are not required to be repeated (see “Process Requirements” chart below).
- The term of the DOI plan may be extended for up to an additional 5 years during renewal.

PROCESS REQUIREMENTS	AMENDMENT	RENEWAL
Board Resolution/Petition signed by majority of District Advisory Committee	NO	NO
Public Hearing by School Board on whether to develop a plan (TEC §12A.002)	NO	NO
Final version of the proposed plan has been available on the district's website for at least 30 days	NO	YES
The board of trustees has notified the commissioner of education of the board's intention to vote on adoption of the proposed plan (see applicable “Notification” section below)	NO	YES
The district-level committee established under the Texas Education Code (TEC), §11.251, has held a public* meeting to consider the final version of the proposed plan and has approved the plan by a majority vote of the committee member (*meeting must be public for renewal)	YES	YES
The board of trustees adopts a proposed local innovation plan by an affirmative vote of two-thirds of the membership of the board	YES	YES
The district notifies the commissioner of approval of the plan along with a list of approved TEC exemptions by completing the agency form provided in the figure in this subsection (see applicable “Notification” section below)	YES	YES
The district shall ensure that a copy of the local innovation plan is posted on the district's website in accordance with the TEC, §12A.0071, for the term of the designation as an innovation district.	YES	YES
Not later than the 15th day after the date on which the board of trustees finalizes a local innovation plan either through adoption, amendment, or renewal, the district shall provide a copy of [link to] the current local innovation plan to the Texas Education Agency for posting on the agency website	YES	YES

Districtwide Educational Improvement Council (DEIC) Membership

The Tomball ISD District-wide Educational Improvement Council was established under the requirements of Texas Education Code (TEC), §11.251 and serves as the voting committee along with District Leadership composed of the Superintendent, cabinet members, and district administrators to amend, rescind, or renew the District of Innovation Plan. The proposed renewal plan was approved by majority vote during a public meeting held February 5, 2026.

DEIC Membership

	Campus / Dept Position	DEIC Position	Name	Gr/Dept
1	Canyon Pointe Elementary	Classroom Teacher	Jessica Jasper	Adv Academic Spec
2	Creekside Forest Elementary	Classroom Teacher	Michell Bisig	Art
3	Creekside Park JHS	Classroom Teacher	Sarah Carroll	Math
4	Creekview Elementary	Classroom Teacher	Sylvia Wolf	Second Grade
5	Decker Prairie Elementary	Classroom Teacher	Alisha Vasek	4th Grade Math/Sci
6	Early Excellence Academy	Classroom Teacher	Sarah Wade	Pre-K
7	Grand Lakes JHS	Classroom Teacher	Jennifer Love	Science
8	Grand Oaks Elementary	Classroom Teacher	Cindy Beiersdorfer	Academic Spec
9	Lakewood Elementary	Classroom Teacher	Sarah McCandless	4th Gr Math/Sci
10	Northpointe Intermediate	Classroom Teacher	Clayton Smith	5th Grade ELA
11	Oakcrest Intermediate	Classroom Teacher	Jenna Burrow	Special Education
12	Rosehill Elementary	Classroom Teacher	Heidi Hansen	Special Education
13	Timber Creek Elementary	Classroom Teacher	Gayla Coward	First Grade
14	Tomball Connections Academy	Classroom Teacher	Kris Peyton	TAEC Teacher
15	Tomball Elementary	Classroom Teacher	Stephanie McLennan	EB Specialist
16	Tomball High School (Core)	Classroom Teacher	Christine Polt	ELA
17	Tomball High School (Enrichment)	Classroom Teacher	Jason Michaelis	Fine Arts
18	Tomball Intermediate	Classroom Teacher	Marcy Johnson	Art
19	Tomball JHS	Classroom Teacher	Lauren Brennan	ELA
20	Tomball Memorial HS (Core)	Classroom Teacher	Shelley Stout	Math
21	Tomball Memorial HS (Enrichment)	Classroom Teacher	Raolat Olayeye	CTE
22	Tomball Star Academy	Classroom Teacher	Trent Nelson	Social Studies
23	Wildwood Elementary	Classroom Teacher	Melissa Richards	Adv. Academic Spec
24	Willow Creek ES	Classroom Teacher	Amanda Elder	Kindergarten
25	Willow Wood JHS	Classroom Teacher	George Cagle	Social Studies
26	West Elementary	Classroom Teacher	Sarah Moore	3rd Grade Math
27	West Intermediate	Classroom Teacher	Angela Hebrink	ELA
27	Elem Principal of the Year	Campus-Based Non-Classroom Professional	Tara Bailey	CPJH Principal
28	Secondary Principal of the Year	Campus-Based Non-Classroom Professional	Dr. Kelly Marchiando	WWJHS Principal
29	CTE Counselor	Campus-Based Non-Classroom Professional	Tammy Morrow	THS CTE Counselor
30	Counselor	Campus-Based Non-Classroom Professional	Lashelle Nix	TMHS Counselor

31	Academic Specialist	Campus-Based Non-Classroom Professional	Stacy Landgrebe	CPJH Academic Spec
32	Chairperson	Non-Campus-based Professional	Dr. Michael Webb	Chief Academic Officer
33	Fine Arts	Non-Campus-based Professional	Paulette Tomlinson	Director Fine Arts
34	Multilingual	Non-Campus-based Professional	Dr. Paloma Moreno	Director Multilingual
35	CTE	Non-Campus-based Professional	Karla Sandoval	Director CTE
36	SpEd	Non-Campus-based Professional	Keri Williams	Director SpEd
37	SSO Elementary	Non-Campus-based Professional	Dr. Crystal Romero- Mueller	SSO Elementary
38	SSO Secondary	Non-Campus-based Professional	Dr. Jeff Bailey	SSO Secondary
39	Appointment	Parent	Deborah Brinen	THS
40	Appointment	Parent	Allison Mundy	TMHS
41	Appointment	Community Member	TBA	
42	Appointment	Community Member	Landon B. Reed	Harris Co Com Off
43	Appointment	Business Representative	Marci Lee	<i>Small Cakes</i>
44	Appointment	Business Representative	Jeff Henry	<i>Mel's Restaurant</i>

Timeline (revision change document)

February 5, 2026	The District Committee (DEIC) holds public meeting to review and edit draft proposal of the District of Innovation Renewal Plan
February 6, 2026	Tomball ISD draft version of the proposed plan to the district's website for community feedback
April 6, 2026	Final proposed plan approved by DEIC.
April 10, 2026	Tomball ISD posts the final proposed plan to the district's website.
May 4, 2026	Tomball ISD Board notifies Commissioner of Education of intent to vote on adoption of the proposed plan
May 11, 2026	Tomball ISD presents proposed plan during public meeting to the Board Tomball ISD Board votes to approve the proposed plan
May 14, 2026	Tomball ISD Board notifies Commissioner of approval of plan and submits required agency form Tomball ISD posts adopted renewal plan to district website Tomball ISD provides a link to the adopted plan to the TEA
Spring 2026	Tomball ISD works with TASB to arrange policy updates related to statutory exemptions
Spring-Summer 2026	District policy manuals and guidelines are updated to reflect the adopted District of Innovation plan. Tomball ISD begins operations under the adopted District of Innovation Renewal Plan for 2026-2031

Proposed Innovation Plan

Districts of Innovation may be exempt from state statutes to:

- take greater local control in decision-making about the educational and instructional model for students
- have increased autonomy from state mandates that govern educational programming
- be empowered to innovate and plan differently – to think outside of the box

This Tomball ISD plan will be in effect following board approval in the 2025-2026 school year through the 2030-2031 school year. This plan may be amended at any time by the committee with approval of the Board of Trustees.

Statutory Exemption	Texas Education Code/ Tomball ISD Board Policy	Proposed Innovation
I. OPERATION OF SCHOOL AND SCHOOL ATTENDANCE	TEC 25.0811 EB(LLEGAL)	To allow for a calendar that fits the local needs of our community, we would like to consider moving the mandatory start date back one week which would better benefit our students. a. Students will begin no earlier than the <u>2nd</u> Monday of August. b. Teachers will begin no earlier than the <u>1st</u> Monday of August. c. This will allow the first and second semesters to be closer in the number of days of instruction. d. The goal is to improve the district attendance rate and student success through the flexibility in the calendar. e. Flexible start dates and times will accommodate Early College High School schedule.
II. SUBMITTING WAIVERS FOR KINDERGARTEN – GRADE 4 CLASS SIZE	TEC 25.111 TEC 25.112 TEC 25.113 EEB(LLEGAL)	While we certainly believe that small class size plays a positive role in the classroom, we do not believe it has a negative effect when you only add one or two more students. Many times it is not the number of the students but the makeup and chemistry of the classroom which influence the learning environment. a. TISD will attempt to keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees. b. In the event a K-4th core classroom reaches 24:1, the campus will notify the parents of the number of students in the classroom and inform them of the situation. c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio. d. This gives TISD flexibility without having to apply for waivers within the Texas Education Agency.
III. IMPLEMENT A LOCAL TEACHER AND ADMINISTRATOR APPRAISAL SYSTEM	TEC 21.203 TEC 21.352 DNA(LLEGAL)	a. Tomball ISD will follow a modified TTESS and TPESS as a localized Teacher Appraisal System and an Administrator Appraisal System, which are better aligned with the Tomball ISD strategic goals and student assessments. This exemption would allow flexibility to evaluate various performance measures, including classroom observations, goal setting and tracking, and collective student growth progress toward identified learning objectives. The local system will be detailed in Board Policy DNA(LOCAL) and accompanying documents.

<p>IV. INTER-DISTRICT TRANSFERS</p>	<p>TEC 25.036 FDA(LEGAL)</p>	<p>Texas Education Code 25.036 and Tomball ISD Board Policy FDA (Local) currently allow for inter-district student transfers. Under Section 25.036, a transfer is interpreted to be for one school year. Board Policy FDA (Local) requires nonresident students wishing to transfer to file a transfer application for each school year, and in approving transfer requests, the Superintendent or designee shall consider the availability of space and instructional staff and the student’s disciplinary history and attendance records. Under Policy FDA (Local), transfer students are expected to follow the rules and regulations of the District. Through an exemption to Section 25.036, the District will have the ability to eliminate the provision of a one-year commitment in accepting an inter-district transfer and may revoke an inter-district transfer at any point during the school year for any of the following circumstances:</p> <ul style="list-style-type: none"> - student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or - student has not attended required interventions (if needed); and/or - student attendance falls below the TEA truancy standard.
<p>V. TEACHER CERTIFICATION</p>	<p><u>TEC 21.003</u> (DK LEGAL) (DK LOCAL) (DK EXHIBIT)</p>	<p>In order to best serve TISD students and allow more flexibility in our scheduling and class offerings, certification issues will be handled locally.</p> <p>a. The campus principal may submit to the superintendent a request to allow a certified teacher to teach one 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.</p> <p>Exceptions:</p> <p>*effective in the 2026-27 school year and beyond, K-5 reading and mathematics teachers must have the appropriate content certification (requests for alternative qualifications are not allowable).</p> <p>*effective in the 2027-28 school year and beyond, all foundational subject teachers (reading/English language arts, math, science, and social studies) must have the appropriate content certification (requests for alternative qualifications are not allowable).</p> <p><u>b.</u> In exceptional circumstances, when a certified educator is not found for a unique or innovative class, the campus principal may submit to the superintendent a request for local certification that will allow a non-certified yet highly qualified professional to teach OR a certified educator to teach a subject in a related field for which she or he is not credentialed by the state.</p> <p>c. A teacher certification waiver, state permit applications or other paperwork will not be submitted to the Texas Education Agency.</p>

<p>VI. GRIEVANCE PROCESS</p>	<p>TEC 26A.001(e)(4)(B) TEC 26A.001(e)(5) TEC 26A.001(e)(9)</p> <p>TEC 26A.002</p> <p>TEC 26A.004</p> <p>TEC 26.011(a)</p> <p>FNG (LEGAL) FNG (LOCAL)</p> <p>DGBA (LEGAL) DGBA (LOCAL)</p> <p>GF (LEGAL) GF (LOCAL)</p>	<p>The 89th Legislature enacted SB 12, which adds requirements for district grievance policies under Texas Education Code Chapter 26A. Certain provisions in Chapter 26A are contrary to TISD’s commitment to resolving matters promptly and efficiently. Specifically, Sections 26A.001(e)(4)(B); (5); and (9) add procedural requirements that could hinder TISD’s ability to efficiently handle and resolve complaints. Likewise, the expanded filing and response periods set forth in Section 26A.002 inhibit TISD’s ability to resolve a grievance promptly and close to the time of the matter at issue in the complaint.</p> <p>TISD has established strong policies and procedures for resolving grievances, and the District is committed to allowing complainants to seek redress for their grievances, within prompt and appropriate timelines. Through the exemptions to the sections indicated, (1) complainants will submit their grievances in a timely manner; (2) administrative efforts will be allocated most efficiently; and (3) the District may hear and respond to complaints more effectively without procedural constraints.</p> <p>The exemption for Section 26.011(a) is limited to language that requires the board of trustees to adopt a grievance procedure “that complies with Chapter 26A.” To effectuate the specific exemptions set forth above in Chapter 26A, the District should also be exempt from the language in Section 26.011(a): “that complies with Chapter 26A.” This exemption allows the District to maintain local control over certain portions of its grievance policies, procedures, and process.</p>
<p>VII. ACQUISITION OF LIBRARY MATERIALS</p>	<p>TEC 33.026</p>	<p>Texas Education Code 33.026</p> <ul style="list-style-type: none"> • Require Board approval of all library material acquisitions (including donated materials). • Publicly post proposed library acquisitions (including donations) 30 days prior to Board consideration. • Require approval or rejection of the proposed library material acquisitions (including donations) in an open meeting. <p>The District is seeking an exemption from TEC 33.026 to implement a refined library material acquisition procedure that promotes transparency with the Tomball community, encourages public input, and ensures strict alignment with Board-approved policies EFB (LEGAL) and EFB (LOCAL). This proposed procedure begins with certified librarians at each campus selecting new library material, donated library materials and classroom library materials in accordance with these policies and procedures regarding identification of sensitive material to be developed by the District. To ensure oversight, all titles proposed for purchase by the District will still be posted on the TISD website for a 30-day public comment period. Furthermore, the Board will be notified of any challenge to any library material in the district’s collection before the formal review by a campus committee. The Board will</p>

		<p>then be notified of the campus committee’s decision of the challenged material.</p> <p>This exemption is necessary due to the volume of materials handled by the District and to ensure an efficient and timely process for acquiring such materials.</p> <p>This exemption leaves in place the district’s long-standing practice of establishing parents and guardians as the primary decision makers regarding their child’s access to library material.</p>
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