Birdville ISD Local Innovation Plan

Effective 2022-2027

2025-26 Local Innovation Planning Committee Members Champions:
Dr. Gayle Stinson and Dr. Elizabeth A. Clark

Name	Appointment
Dr. Gayle Stinson	Superintendent
Dr. Elizabeth A. Clark	Associate Superintendent of Curriculum, Instruction and Accountability
Skip Baskerville	Associate Superintendent of Human Resources, Governance and Support Services
Katie Bowman	Associate Superintendent of Finance and Auxiliary Services
Megan Overman	Chief Communications Officer
Dr. Jennifer Perry	Executive Director, Campus Support and Professional Learning
Dr. Kristi Strikland	Executive Director, Campus Support
Clarence Simmons	Executive Director, Secondary Education and Campus Support
Dave Lambson	Chief Technology Officer
Marycruz Polit	Executive Director, Curriculum and Instruction
Brian Allen	Director, Planning, Assessment and Accountability
Andrea Anderson	Director, Career and Technology Education
Rick Tice	Executive Director, Human Resources
John Campbell	Director, Human Resources
Larry Dominguez	Director, Human Resources
Dr. Missy Glenn	Executive Director, Finance and Federal Programs

TEE Committee (Update TEE Committee Members)

Nicole Anderson	Elizabeth Huggins	Aimee Safford
Kristin Autrey	Rebecca Kellerman	Kerri Sands
Malyn Bannister	Caleb Kern	Cindy Sawai
Tracey Besgrove	Karmen Latterell	Leslie Scott
Candice Bishop	Regina Locke	Blythe Smith
Nancy Bobb	Lisa Mais	Zachary Stephenson
Teresa Bowman	Tamra Michaud	Sara Stieg
Erin Britain	Frankie Norris	Natalie Waller
Ryan Buchanan	Amy Parker	Steve Wesley
Jennifer Cannefax	Mallory Pelletier	Kathleen Grupe
Bonney Carney	Amy Potts	Ronda Harlin
Melissa Curry	America Rainey	Jenna Henderson
Robyn Dobbs	Nikki Henry	April Hetherington
Sabrina Dowell	Anai Geyer	Steve Franks
Amber Everitt	Lynn Goodman	
Amy Hoxie	Ashley Robinson	

I. Introduction

House Bill 1842, passed during the 84th Legislative Session, permits Texas public school districts tobecome Districts of Innovation and to obtain an exemption from specific provisions of the Texas Education Code (TEC). On May 26, 2016, Birdville Independent School District's Board of Trusteespassed a resolution to initiate the process of designation as a District of Innovation (DOI).

The DOI Committee sought and considered input on the plan through a series of strategies, including establishing a District website, Google documents to gather feedback from the larger community, as well as surveys to teachers, parents, and high school students. Based on direction provided by the Board and input from various District stakeholders, the DOI was developed and presented to the Board of Trustees for approval on October 27, 2016.

II. Term

The term of the initial District of Innovation (DOI) Plan was for five years, beginning with the 2017–18 school year and concluding at the end of the 2021–22 school year, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The Committee continually monitored the effectiveness of the Plan and recommended modifications to the Board as needed.

The term of the renewed DOI Plan began on August 1, 2022, and is set to end on June 30, 2027, which is a term of five years, As a result, and to align with current legislative flexibility, Birdville ISD's DOE Plan is now proposed to extend through **June 30, 2027**, unless amended or rescinded earlier by the Board of Trustees in compliance with applicable law.

The District will continue to follow the statutory process established under HB 1842 and any subsequent legislative requirements. The DOI Committee will regularly assess the Plan's alignment with current district priorities, legislative mandates, and statewide educational initiatives, and will make recommendations to the Board of Trustees regarding any necessary amendments.

November 2021 – July 2022 (Update the timeline to include new meetings and the TEE)

- **November – December 2021:** Staff discussed the District of Innovation timeline, renewal process, reviewed current DOI status, and identified desired exemptions that could be placed inthe revised DOI Plan.
- **January 12, 2022:** Met with Cabinet and staff at ILT to review initial DOI Plan and conduct a needs assessment of how the DOI has facilitated change in Birdville ISD and what additional areas need to be waived to address future student and community needs, especially following COVID-19.
- **January 31, 2022:** Complete the revised DOI draft.
- **February 7, 2022:** Present DOI draft to the TEE Committee and gather additional information regarding proposed areas where more flexibility is warranted and ways the DOI process can beutilized.
- **March 2022:** Continue to refine the revised DOI Plan.
- **April 2022:** Work with staff to complete draft of revised DOI Plan.
- **April 11, 2022:** Present draft to TEE Committee for input.
- **April 2022:** Continue to communicate the revised DOI Plan to stakeholders and make any necessary changes before April 18, 2022, when electronic Board materials are submitted.
- **April 28, 2022:** Conduct Public Hearing at Board meeting.
- **April–June 2022:** Make any adjustments to renewed DOI Plan based on input from Board of Trustees, TEE Committee, and Public Hearing.
- **June 15, 2022:** Notify Commissioner Morath of the Board of Trustees' intent to adopt a proposed revised DOI Plan.
- **June 28, 2022:** Presented the Final revised DOI Plan to the TEE Committee
- **July 28, 2022:** Present the final revised DOI Plan to the Board of Trustees as a Consent Item for final approval.
- **July 29, 2022:** Notify Commissioner Morath of the Board of Trustees' approval to adopt Birdville ISD's 2022-2027 Local District of Innovation Plan.
- **August 2025: Revised DOI plan to reflect the changes made during the** 89th Legislative Session.
- **August 18, 2025:** Presented revised DOI to TEE Committee for input and approval.
- **August 28, 2025:** Presented the Final revised DOI Plan to the Board of Trustees as a Consent Item for final approval.

III. A Comprehensive Educational Program

The plan's comprehensive educational program is guided by and aligned with the Board's vision, mission, strategic priorities, and Strategic Plan for the District.

A. Vision

The Board, with the adoption of the Birdville ISD (BISD) Portrait of a Graduate, has the following Vision to guide the District:

All students should be equipped with the knowledge, skills, and resources necessary to be empowered learners, global competitors, responsible citizens, and innovative entrepreneurs.

B. Mission

The Board has adopted the following Mission to guide the District:

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

C. Beliefs

The Board has adopted the following Beliefs to guide the District: *We believe that …*

1. *Human beings are complex with unique intellectual, social, emotional, and physical needs.*
2. *Every person is unique by design, with abilities, gifts, and talents.*
3. *Every person has inherent value and unique potential.*
4. *All people are innately curious.*
5. *Relationships are an inherent human need.*
6. *Personal responsibility is essential and noble for all.*
7. *Family profoundly impacts who we become.*
8. *Character is developed through life experiences.*
9. *With a privilege comes responsibility and accountability.*
10. *A physically and emotionally safe environment encourages learning.*
11. *Learning is not limited by time or space.*
12. *Freedom is a universal desire to be promoted and preserved.*
13. *Values drive choices.*
14. *Change is constant.*

D. Parameters

The Board established the following parameters as guidelines for how decisions would be made and approved these parameters in accordance with our beliefs, mission, and objectives:

1. *We will make decisions in the best interest of students.*
2. *We will treat all people with dignity and respect.*
3. *We will model and expect personal responsibility.*
4. *We will practice responsible stewardship of our resources.*
5. *We will not compromise our commitment to excellence with integrity.*
6. *We will not give up on any student.*

E. Strategies

The Board has adopted the following strategies for accomplishing our strategic vision, mission, and goals:

1. *We will craft a system of innovative learning approaches, patterns, and practices that respond to the unique needs, interests, and talents of all students.*
2. *We will ensure a culture of integrity, service, and community committed to excellence, innovation, and responsiveness.*
3. *We will leverage the use of time, resources, and space to address the needs and learning goals of our students and community.*
4. *We will expand and enhance unique learning opportunities through strategic partnerships both in and outside the District.*

F. Strategic Plan

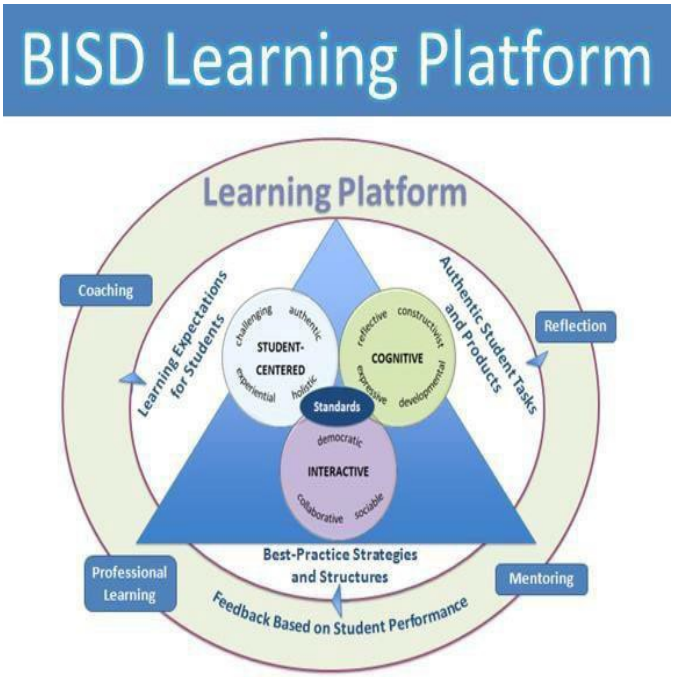
The Board recognizes that for students to succeed in their future, not our past, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. Learning must be at the heart of what schools are about.

Learning has to be viewed by the students as being relevant, purposeful, interesting, engaging, and authentic to what will be their future. Last, but certainly of critical importance, is the need to personalize learning so that the school experience is: responsive to what each student needs in order to be successful; thoughtful about what students find interesting; and aligned to their passions. The Board believes that while it isimportant to meet the credit requirements, there is a need to prepare students to be college, career, and life ready. All three of these are of equal importance and necessary for success.

Accordingly, the District's Strategic Plan has an emphasis on learning and being a learner, character development based on guiding principles for its citizenry and the next generation of leaders and, of course, strengthening the District and community resolve to care for, support, and provide educational experiences that prepare Birdville ISD students for their future. In essence, the Strategic Plan is designed to create a learning system that is student-centered, collaborative, and cognitively challenging.

The Strategic Plan signals a transition from simply test preparation and a teaching platform, to a student-centered learning platform. The Strategic Plan emphasizes a commitment to established priorities for teaching and learning. Based upon the District's conceptual model, there are four key components necessary to build organizational capacity to make a shift from teaching to learning. These four components must be so embedded in the day-to-day core work that they drive everything that takes place in the classroom. These components include:

1. *Establishing clear and explicit learning expectations for students;*
2. *Designing authentic student tasks and products;*
3. *Using best practice strategies and structures; and*
4. *Providing meaningful feedback based on formative assessments.*



Until schools have the flexibility, time, and resources to move what happens in the classroom to support a new paradigm where learning is more the goal, then we are really only tinkering with the system. This is truly what is at the heart of transformation and innovative practice. It is not brick and mortar. It is not technology for technology's sake.

The great divide in education is conceiving and adopting new conceptual frameworks of what it means to embrace learning for all students, and how to move a system from focusing strictly on teaching to focusing more on learning. In order to cross the divide, professionals must work collaboratively around creating and designing different tasks for students to do, in classrooms, that are intellectually stimulating and collaborative, with outcomes that are more authentic and not just based on standardized measures, with outcomes/results that truly are transferable to life, work, and one's personal intellectual pursuits. In essence, transformation must be conceived and captured in the work that we do, that students do, and somehow communicated in ways that can be replicated across the system and then ultimately measured in multiple and meaningful ways.

G. Innovation

To achieve the District's vision and mission, as well as to align the District's practices and operations with the District's Strategic Plan and Learning Platform, Birdville ISD needs the flexibility to exert local control, at both the District and campus levels, to promote:

- Innovative curricular approaches;
- Innovative instructional pedagogical practices;
- Blended learning and digital ethics;
- Innovative use of learning time by modifying the school calendar and the use of learning time;
- Innovative ideas regarding campus structures, organization, and governance;
- Innovative ways to staff in areas that are difficult to find certified teachers;
- Innovative ideas regarding parental involvement; and
- Innovative ideas regarding community participation.

In order to achieve these lofty goals, the District needs local flexibility in the areas listed above to improve student learning and ensure that graduates are empowered learners, global competitors, responsible citizens, and innovative entrepreneurs.

Subsequently, the District needs more latitude to recruit, retain, and expand the potential for providing high-quality staff in areas where teacher certification can be relaxed, as well as time to provide meaningful professional learning opportunities for staff so that they can enhance their professional capacity and collaborate regarding best practices as they move to the new role of "teacher as the architect of learning."

The promotion of innovative curriculum and instructional pedagogical practices will help the District provide more engaging and challenging learning, using digital tools and systems so that learning is not confined to the four walls of the classroom and students have a personalized pathway to meet their learning needs. Promoting innovative ideas regarding community participation, campus organization/governance, and parental involvement will help build strong supports for students, schools, and the community by increasing community partnership, which brings together education, business, and civic agencies so that every school, family, and student will feel supported by, and connected to, the District.

Finally, modifications in the scheduling of the school year and the school day will providethe flexibility necessary to:

- Move from an emphasis on "seat time" to an emphasis on "learning time;"
- Try new innovative approaches that engage students in enriched and accelerated learning opportunities;
- Allow more time for deepening the learning experience for students and staff; and
- Provide more innovative and flexible use of the calendar and the daily schedule to address the current, as well as emerging, needs of students and staff.

IV. Requirements of the Education Code that the Local Innovation Plan Exempts the District From (Upon Adoption of The Plan)

A. Minimum Attendance for Class Credit or Final Grade (TEC §25.092)

Plan Rationale: State law currently requires students attend class 90 percent of the school days on a district calendar to earn credit. The law requires districts to award class credit to students based on the time a student is present in a classroom for instruction, rather than mastery of content and subject proficiency. The 90 percent rule is an arbitrary percentage, which means school districts award credit based on seat time rather than based on content mastery. Flexibility in the abstaining from the requirement means the district won't have to penalize students who miss class due to enriching activities, academic activities, or other extenuating circumstances that supports the Birdville ISD Strategic Plan and the emphasis on educating the whole child.

To meet the needs of 21st century learners, Birdville ISD is seeking opportunities and options to provide students credit for courses based on content mastery, not the amount of time the student spends in the classroom. Instead, the emphasis is on delivering engaging and challenging learning to all students. Changing the paradigm from seat timeto learning time, the District needs flexibility to deliver instruction through flexible scheduling and to accommodate the needs of students.

One of the overarching goals in the Strategic Plan within the focus area is providing students with the curriculum, tools, resources, and pedagogy to achieve their full potentialby taking ownership of their learning and setting high academic goals. This will be accomplished by designing and implementing more responsive learning environments, where blended and personalized learning opportunities are available.

Relief from §25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Moreover, opting out of §25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with TEC §28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with TEC §28.0216.

Relief from §25.092 does not in any way impact or alter existing compulsory attendance requirements or UIL rules. Moreover, opting out of §25.092 in no way limits or modifies ateacher's right to determine the finality of a grade in accordance with TEC §28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with TEC §28.0216.

Local Innovation Plan/Guidelines: Exemption from this code would provide flexibility for students for whom one or more of the following apply:

- Are unable to attend class in the traditional brick and mortar building because of illness or family concerns.
- Would benefit from a different time structure to the school day.
- Would benefit from virtual and online classes in addition to or in place of the traditional classroom setting.
- Have excused absences and have completed all makeup work.
- Students with legitimate scheduling conflicts, including extracurricular and cocurricular activities, academic activities, and other extenuating circumstances.

B. Minimum Attendance for Credit or a Final Grade (TEC §25.092) (FEC LOCAL)

Plan Rationale: According to statute, a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. The 90 percent minimum and the 75 percent floor are arbitrary percentages that are based on "days in class" and not mastery of content matter. Birdville ISD has implemented a blended learning technology initiative that provides students with greater flexibility in making up assignments or completing classwork. Students in grades 6–12 receive a Chromebook that allows them to communicate electronically with their teacher and complete assignments outside of the traditional classroom setting. Exemption from §25.092 will provide educational advantages by promoting active learning through innovation in the methods, locations, and times instruction may be delivered, and accommodating students with legitimate scheduling conflicts or absences.

Relief from §25.092(a)(1) and §25.092(b) will not impact or alter existing compulsory attendance requirements or UIL rules. Opting out of §25.092(a)(1) and §25.092(b) in no way limits or modifies a teacher's right to determine the final grade in accordance with TEC §28.0216.

Local Innovation Plan/Guidelines: To meet the needs of 21st-century learners, Birdville ISD is requesting relief in the area of minimum attendance for class credit or final grade in the following ways:

- Both the 90 percent and 75 percent rules governing attendance are based on "days inclass" and not mastery of content.
- The District is seeking an exemption to TEC §25.092 to provide greater flexibility in awarding credit or a final grade to students who:

    - Earn a passing grade in order to receive credit;
    - Demonstrate mastery of the content;
    - Are present for less than 75% of the days in class due to District-approved extenuating circumstances;
    - Provide District-approved documentation supporting the extenuating circumstances; and
    - Meet all requirements in the principal's plan and/or the requirements of the attendance committee for receiving credit or a final grade.

C. First Day of Instruction (TEC §25.0811)

Plan Rationale: The Strategic Plan emphasizes the importance of responsive learning environments, students reaching their full potential, and the importance of students producing authentic work products that are indicative of high-level thinking and incorporate 21st Century skills. TEC §25.0811 inhibits these goals by prohibiting the District from beginning instruction before the fourth Monday in August. Flexibility to begin instruction earlier in the calendar year will enable the District to be more responsive to students by balancing the amount of instructional time in the semesters, which will allow teachers to better pace and deliver instruction before and after the winter break. Another important consideration is the fact that by delaying the start of school, summer activities are pushed later into June. Thus, things such as summer school, summer enrichment programs, and other sports activities are delayed because of starting school later. In addition, by having the flexibility to start and end the school year earlier, students will be able to enroll in college courses that begin in early June, thereby increasing college and career readiness. Finally, for students transitioning from elementary school to middle school, and from middle school to high school, starting the school year earlier will promote social and emotional learning by giving those students additional time and support to adjust socially and emotionally to their new campus environments.

Local Innovation Plan/Guidelines: Birdville ISD is seeking local control of establishing the instructional calendar by allowing the first day of instruction to begin prior to the second Monday in August, based upon the needs and input of the Birdville ISD stakeholders. Other considerations in establishing the instructional calendar will be:

- Moving to nine-week grading periods;
- Ending the first semester prior to the holiday break;
- Aligning the calendar with college/university semesters for dual credit, Advanced Placement exams, and STAAR/EOC timelines;
- Providing days for professional learning/breaks between grading periods for parent conferences and PLC planning;
- Allowing school to start classes as a short week, easing the transition for students entering prekindergarten, kindergarten, middle school, and high school; and
- Seeking innovative instructional arrangements that promote learning.

D. Class Size in Grades Prekindergarten–4 (TEC §25.112, §25.113) (BF LEGAL, EEBLEGAL)

Plan Rationale: The TEC currently requires the District to maintain a class size of 22 students or fewer in each prekindergarten through fourth-grade class. When a class exceeds this limit, the district must complete a waiver with the Texas Education Agency (TEA). These waivers are rarely rejected by the TEA, making the process of applying for a waiver no more than an administrative step of putting the TEA on notice. Along with the waiver, the District is required to notify parents of the waiver or exception to the class size limit. Many times, soon after the waiver is submitted, students move out of the District and the class returns to a size at or below 22 students, thus negating the need for the waiver or notification to parents.

Local Innovation Plan/Guidelines: The average class size in prekindergarten through fourth grade in Birdville ISD is 22 students. However, numerous circumstances each year necessitate applying for class-size waivers. While Birdville ISD certainly believes that small class size plays a positive role in the classroom, research does not support a negative effect when only one or two more students are added. Class size must be balanced with the logistics of funding, availability of resources and space, parental requests or desires, and adding staff. Birdville ISD's purpose is not to disregard the intentof class size ratios, but rather to allow the District more flexibility and control in determining appropriate class sizes based on the unique facts and circumstances.

- Birdville ISD will establish local ratios for all prekindergarten through fifth grade classes and will attempt to keep all classes sufficiently staffed, but will allow local consideration in placing students.
- A TEA waiver will no longer be filed when a prekindergarten–4 classroom exceeds the 22:1 ratio.
- The Board of Trustees will be notified of all class sizes that exceed the locally established ratios.

E. Probationary Contracts (TEC §21.202(b) (DCA LEGAL)

Plan Rationale: Under current guidelines, probationary periods for newly hired teachers who have been in public education for at least five of the previous eight years cannot exceed one year. This limited period is insufficient in some cases to fully determine the teacher's effectiveness in the classroom. By exempting the District from this law, the District:

- will have the flexibility of hiring a probationary teacher for a second year to provide formore growth and coaching when the teacher is hired under the five-of-eight rule; and
- will have the flexibility to suspend a teacher without pay when under allegation that iscovered in Educator Code of Ethics. Any decisions made regarding suspension without pay would be open to appeal through the grievance process.

Local Innovation Plan/Guidelines: Relief from Texas Education Code §21.102 will permit the District the option to issue a probationary contract for a period of up to two years for experienced teacher, counselors, or nurses newly hired in Birdville ISD. This will allow Birdville ISD to better evaluate a teacher's effectiveness. In addition, this would also allow the District to have the flexibility to suspend a teacher without pay when underan allegation that is covered in Educator Code of Ethics. Any decisions made regarding suspension without pay would be open to appeal through the grievance process. This exemption will allow the District to make employment and financial decisions that are in the best interest of the District when an employee is alleged to have violated serious provisions of the Educator Code of Ethics or law, including crimes against children.

F. Teacher Appraisal System (TEC §21.352(c) (DNA LOCAL)

Plan Rationale: The state currently requires use of a teacher appraisal system called the Texas Teacher Evaluation and Support System (T-TESS). Birdville ISD is currently using T-TESS as its teacher appraisal system. While this system is designed to meet the needs of the entire state, Birdville ISD seeks to customize certain aspects of the system to bettermeet the needs of its teachers and campus administrators.

Local Innovation Plan/Guidelines: The District seeks to allow teachers who have demonstrated high-quality performance the opportunity to be exempt from a full appraisal under certain circumstances that are locally established. A non-probationary teacher maybe exempt if he/she meets the local criteria. These innovation strategies offer local benefits including increased opportunities for more unannounced walk-throughs, which are more reflective of what is happening in a teacher's classroom than a scheduled observation. This flexibility will increase an administrator's ability to focus on struggling ornew teachers and will continue to allow administrators to have meaningful professional interactions with all campus staff. In addition, the District will establish procedures and criteria to allow for less-than-annual appraisals for all non-principal, professional staff under contract. The criteria will include specific procedures for appraisals, including the conditions under which a non-principal, professional employee must be appraised annually.

G. Teacher Mentor Program (TEC §21.458) (DEAA LEGAL)

Plan Rationale: The Texas Education Code implements a significant number of requirements related to the qualifications to serve as a teacher mentor, how long a mentor must be assigned, mentor training, how many mentor sessions are required, etc. These are statewide requirements without any consideration of local needs or the specific needs of a mentor program at Birdville ISD and may limit the number of teachers who can serve or who are willing to serve in a mentor role.

Local Innovation Plan/Guidelines: The development of a robust mentoring program is an identified need; however, Birdville ISD will create a locally-designed mentor program that more appropriately meets the needs and interests of its administrators and teachers.This program will be designed with input from campus administrators and teaching staff.

H. Transfer of Student – (TEC §25.036) (LOCAL POLICY FDB)

Plan Rationale: Currently, under TEC §25.036, a district may choose to accept, as transfers, students who are not entitled to enroll in the District. The transfer policy for non-residents Students must be a one-year commitment on the part of the District.

Local Innovation Plan/Guidelines: Relief from the code governing this policy would eliminate the provision of a one-year commitment in the event of an exceptional circumstances which would include, but are not limited to: student misbehavior warranting in or out of school suspension, placement in DAEP or expulsion; or attendance which falls below the TEA truancy standard including absences from school, and or multiple instances oflate arrival, early dismissal or late pickup. This exception would not apply to McKinney-Vento students due to federal law. The Executive Director of Student Services will handle transfer revocation and may not be appealed.

Proposed Amendments to the Current DOI Plan Based on the 89th Legislative Session

I. Removal of Chapter 37 Provisions: Discipline, Law, and Order

PLAN RATIONALE: Remove all the various exemptions related to Chapter 37 provisions, which have to do with discipline, law, and order. HB6 expands the prohibited exemptions from a few sections of Chapter 37 to include the entire Chapter. The prohibition applies beginning with the 2025-26 school year, regardless of the adoption or renewal date of an innovation plan. Before HB6, districts were permitted to be exempt from specific provisions of Chapter 37 through a DOI plan. Accordingly, this new prohibition impacts our currently adopted DOI plan, and we recommend the removal of Chapter 37 exemptions.

J. GRIEVANCES • TEC 26.011, Chapter 26A (SB 12)

Plan Rationale: TEC 26.011 requires the Board to adopt a policy with a grievance procedure that complies with Chapter 26A, which weakens the extracurricular exception. Previously, the statute said grievances about extracurricular participation do not have to be heard by the board unless there's an alleged violation of parent rights under Chapter 26. This has now been expanded to allow board appeal if there's any alleged violation of board policy or Title II of the Texas Education Code.

Local Innovation Plan/Guidelines: District is asking to exempt itself from the requirement of the new Texas Education Code Section 26A, and that portion of Section 26.011 requiring the board to hear appeals about extracurricular participation. The District has strong policies and procedures for resolving grievances, allowing complainants to seek redress for their grievances, within prompt and appropriate timelines.

K. GRIEVANCES • TEC Chapter 26A.001(a), 26A.00(b), 26A.001(c), 26A.001(d), 26A.001(e), 26A.001(g), 26A.002, 26A.003

Plan Rationale: The 89th Legislature, in S.B.12, added Texas Education Code Section 26A and amended Texas Education Code Section 26.011 to require a board of trustees to adopt a grievance policy that complies with the new Chapter 26A. The grievance policy required by the new Chapter 26A includes several requirements that are onerous and inefficient, specifically, allowing the person who filed the grievance to supplement the record with additional documents or claims at any time, allowing for the remand to a lower level for review to develop the record at any time, extending the deadline to file a grievance to 60 days and potentially 90 days, and requiring a hearing to be held within ten days and a decision to be issued within 20 days of the hearing. The extensive timelines would hinder the District's ability to efficiently and effectively investigate and resolve grievances.

Local Innovation Plan/Guidelines: The District exempts itself from the requirements of the new Texas Education Code Section 26A, and that portion of Section 26.011 requiring a grievance procedure that complies with Chapter 26A, to allow the District to investigate and resolve grievances timely. This exemption allows the District to maintain local control over its grievance policies, procedures, and process.

L. SCHOOL LIBRARY ADVISORY COUNCIL • TEC 33.025 (SB 13)

Plan Rationale: The 89th Legislature, in S.B.13, added Texas Education Code Section 33.025, which allows the board of trustees of each school district to "establish a local school library advisory council to assist the district in ensuring that local community values are reflected in each school library catalog in the district." Further, a board of trustees is required to "establish a local school library advisory council if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local school library advisory council. Once established, a local school advisory council has specific duties prescribed in statute, must consist of particular members prescribed in statute, and must meet a specific number of times under specific circumstances specified in statute. The District already has a robust locally developed library acquisition policy that values and integrates the input of parents and guardians as the primary decision-makers regarding their students' access to library materials

Local Innovation Plan/Guidelines: The District exempts itself from the requirements of the new Texas Education Code Section 33.025 to allow the district to continue exercising local authority and obtain parental input into the process related to the adoption of local school library materials. The current library acquisition policy, which allows for parental input, shall remain in place.

M. CHALLENGE PROCESS • TEC 33.027 (SB 13)

Plan Rationale: Any parent, employee, or district resident may file a written challenge to library material using the TEA-developed form, which must identify how the material violates library standards. The Local School Library Advisory Committee (LSLAC), if one exists, must receive the challenge within 5 days, provide a copy to the Library Advisory Committee (LAC), and the LAC must issue a recommendation within 90 days. The LAC may rely on a separate board-appointed review committee composed primarily of non-employee parents. During the review, students are prohibited from accessing the material. The Board must act on a written challenge or appeal at the first open meeting following the later of (1) the 90th day after receipt or (2) issuance of the LAC's recommendation. In making its decision, the Board shall consider LAC advice, grade-level and subject suitability, compliance with library standards, and academic expert reviews. If the material is not removed, future challenges to it are barred for two years; if removed, all relevant teachers must be notified to remove copies from classroom libraries.

a. **Local Innovation Plan/Guidelines:** The District exempts itself from the newly required challenge process under TEC 33.027 and will continue to follow the current Board policy for reviewing library materials that a parent or guardian finds objectionable. When a library material is challenged, the District will first attempt informal resolution, offering an explanation of the selection process and, if requested, an alternative material and restricted access for the student. If a formal challenge is pursued, the requester must complete a reconsideration form available on the District's website, which will be forwarded to the Superintendent or designee. A reconsideration committee—comprised of the librarian, instructional staff, and other appropriate members—will review the material in its entirety and issue a written report within 60 business days, absent extenuating circumstances. Decisions may be appealed per the complaint policy, and no material will be reconsidered more than once within a two-year period.