

# District of Innovation

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GLENN ROSE INDEPENDENT SCHOOL DISTRICT

JANUARY 2018

### District of Innovation Leadership Team

High School	Kelly Shackelford	Principal
High School	Jason Pounds	Assistant Principal
High School	Candy McClure	Counselor
High School	Linda Nance	Counselor
High School	Iyanet Blair	Teacher
High School	Megan Boone	Teacher
High School	Jill Evans	Teacher
High School	Shayla Hoffman	Teacher
High School	Jayson Treadaway	Parent
High School	Lindsey Treadaway	Parent
Junior High	Vicki Goebel	Principal
Junior High	Tommy Gibson	Assistant Principal
Junior High	Courtney Cordova	Counselor
Junior High	Stephanie Rotan	Counselor
Junior High	Patty Snodgrass	Teacher
Junior High	Kristy Snow	Teacher
Junior High	Elisha Watkins	Teacher
Intermediate	Laurie Mapes	Principal
Intermediate	Jerod Tidwell	Assistant Principal
Intermediate	Robbie Gibson	Counselor
Intermediate	Anne Glass	Teacher
Intermediate	Keri Flippen	Teacher
Intermediate	Shelley Statler	Teacher
Intermediate	Amy Turner	Teacher
Intermediate	David Marquez	Parent
Elementary	Debbie Morris	Principal
Elementary	Teri Teaff	Assistant Principal
Elementary	Teresa Morris	Counselor
Elementary	Kimber Gardner	Teacher
Elementary	Mandy Gosdin	Teacher
Elementary	Bridgett Holder	Teacher
Elementary	Connie Skiles	Teacher
Elementary	Melissa Young	Parent
District Admin.	Susie Wright	Chair
District Admin.	Wayne Rotan	Superintendent
District Admin	Tommy Corcoran	Assistant Supt.
Community	Marilyn Phillips	Business Owner



## **First Day of Instruction**

### TEC Code Requiring Exemption: Section 25.0811

Except as provided by this section, a school district may not begin instruction for students for a school year before the fourth Monday in August. A school district may be exempt from this section and begin instruction for students for a school year before the fourth Monday in August if the district operates a year-round system under Section 25.084.

### Rationale for exemption and for flexibility in the GRISD school start and end date:

- Would allow flexibility for our district to schedule meaningful professional development before the start of the school year and throughout the school year as educational consultants and program trainers are often booked during common vacations and holidays in the regular school calendar.
- Would provide for increased local control of the instructional calendar in order to be responsive to community needs, including the start date, ending date, the number of days in each semester, 6-week reporting period and the dates of the preparation days.
- Would afford greater flexibility in calendar options to align GRISD's instructional days with the calendars of Angelo State University, Hill College, and TXVSN online courses to accommodate GRISD students enrolled in dual-credit and online courses.
- The increase flexibility in the start and end of the school year could allow students the opportunity to enroll in college courses that start in early June, thereby increasing college and career readiness of students. In addition, educators who wish to pursue advanced college degrees and/or additional certifications could enroll in summer courses.
- The increase flexibility in the start and end of the school year could also allow for increased time at the conclusion of the school year for instruction prior to summer administration of state assessments required for graduation.
- Would allow more instructional days before state assessments.
- Students would not start school before the 2<sup>nd</sup> Monday in August, and could start on another weekday other than Monday.
- The increased flexibility could also improve student attendance since holiday, vacation, and bad weather days could be scheduled to align with common family vacation times. Ending the school year earlier may also keep parents from taking their children out of school prior to the last day of instruction.



## **TEACHER CERTIFICATION**

### TEC Code Requiring Exemption: Section 21.003

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.

### Current Status:

The Texas Education Code (TEC) Section 21.003 dictates that all district teachers be certified in accordance with rules adopted by the State Board of Education Certification (SBEC).

TEC 21.053 states that a person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees is binding and prohibits the District from paying an educator for teaching if the educator does not hold a valid certificate at the time.

TEC 21.057 states that a school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom.

### Exemption Benefit:

- Glen Rose ISD requests the flexibility to consider entering into at-will employment agreements with non-certified individuals that have field experience in a Career and Technology (CTE) field or vocational skill.
- In order for Glen Rose ISD to hire personnel for Career and Technical Education hard-to-fill positions, the District must seek exemption from the law requiring certification. Becoming designated as a District of Innovation (DOI) will allow Glen Rose ISD to hire nontraditional candidates who bring authentic field and industry knowledge and skills which would provide students with unparalleled learning experiences.
- Although it is the District's intent to limit the use of this exemption, the current statute without the DOI status inhibits the District's ability to recruit and employ highly qualified professionals with industry and field experience to successfully teach Career and Technical Education (CTE) courses.

- Potential areas of local certification may include, but are not limited to: culinary arts, automotive technology, construction technology, mechanical engineering, manufacturing, health services, cosmetology, criminal justice, marketing and video technology/media courses, among other fields that may arise as a result of current trends in the workforce.
- This innovation has the potential to enrich applicant pools in specialized CTE course offerings (short or long term instructional periods) and afford more students the opportunity to become educated in areas that may not otherwise be available.

Local Guidelines:

- The Superintendent, after consultation with campus leadership, Human Resources and Career and Technical Education departments, will determine whether it is in the best interest of the district to issue a local agreement to the individual.
- The Superintendent will notify the Board prior to the individual beginning employment. Candidate Qualifications may include a combination of:  
Professional work experience;  
Formal training and education;  
Relevant industry licensure, certification, or registration; and/or  
Any combination of work experience, training and education, or industry credentialed related to the subject matter he/she will be teaching.
- An employee under the above provisions will be subject to all hiring procedures for new employees. These employees will be an at-will employee and not subject to Chapter 21 provisions and not subject to district's T-TESS appraisal system. However, possible in-house evaluation processes of the at-will employee should be expected. The teacher of record's T-TESS evaluation would not be affected based on the instructional capacity of the field-expert. At-will employees under this certification program will receive classroom management training.

Exemption from the Texas Education Code 21.003 will require the District to review its policies at DBA (LEGAL) and (LOCAL) as well as the policies at DK (LEGAL) and (LOCAL).

Criminal History:

All candidates must complete the criminal background check in compliance with State Board for Education Certification (SBEC) rules mandated by TEC 22.0833 for a non-certified employee.



## **Student/Teacher Ratio and Class Size**

### **TEC Code Requiring Exemption: Section §TEC 25.111-113**

Each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21 to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance. 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. A campus or district that is granted an exception 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.

### **Current Status:**

Kindergarten – 4th grade classes are to be kept at a 22 to 1 student-teacher ratio according to State law. When a class exceeds this limit, the district must complete a waiver with the Texas Education Agency. Along with the waiver, a letter is required to be sent home to parents of students in each class/section exceeding the 22:1 ratio, informing them a waiver has been submitted. In many instances, soon after the waiver process is complete, the class size drops below the maximum 22:1 ratio due to students withdrawing from the district and/or school.

### **Benefit of Exemption:**

To best serve the needs of Glen Rose ISD students and staff, the District will attempt to maintain the 22:1 ratio in all K-4th grade core classrooms. However, if the class size exceeds this ratio, the Superintendent will report the circumstance to the Board of Trustees. In the event a K-4th grade core classroom reaches 24:1, the campus will contact the parents of the students in the classroom and inform them of the situation.

### **Rationale:**

While the District believes small class size plays a positive role in student learning, this must be balanced with the logistics and timing of adding staff. We do not believe there is a negative impact to student achievement when one or two additional students are added to a class. Most importantly, research demonstrates it is the teacher in the classroom, not absolute class size, which has the greatest impact on student learning. However, the District intends to maintain the lowest class size ratio when possible.



## **Site-Based Decision Making**

TEC 11.253 Requires the District to establish campus level planning decision making committees as provided in Sections 11. 251(b)(e)

Glen Rose ISD is a small town consisting of 2,400 residents. The District has an enrollment of 1,700 students (PK-12). Resources for persons serving as members of the District Planning Committee and Campus Planning Committees are limited. The campuses are located in close proximity to the Administration Building so communication between the superintendent and principals occurs on a daily basis. The proposal to allow the Campus Planning Committee become synonymous with the District Level Planning Committee to be known as the District Improvement and Planning Committee would enable to the district to better use the local resources and develop a more cohesive plan that establishes continuity and performance through grades PreK-12.

Benefits of exemption:

- Glen Rose ISD will replace the former district/campus level site-based decision-making committees and processes with a strategic planning process. The district already has established a strategic planning committee to develop goals and action plans for a variety of initiatives. Glen Rose ISD will expand this concept to include campus level strategic planning committees based on a campus needs assessment.
- The campus level committees will meet at least two times per year to generate a strategic plan for resources and efforts, and to review progress.
- The district level committee will meet at least one time per year to review progress, and once every three years to review and update both short-term and long-term goals and action steps.
- Under the District of Innovation plan, the list of requirements in the campus and district improvement plans will be replaced with a strategic planning process. Compliance items included in TEC 11.252 and 11.253 will be replaced by relevant strategic plan components that will directly address the unique needs, talents, and interests of the community and staff of Glen Rose ISD. The targeted focus will be directed by the vision and mission statements of the district, as well as specific goals developed by the Board of Trustees.

- Consolidation of two separate processes currently in place in Glen Rose ISD into one meaningful, relevant, and practical plan that will be tailored specifically for each campus and the district with the purpose of empowering and impacting student achievement, and developing partnerships between the school district and our community.