



Every Child, Every Day

Canadian ISD

District of Innovation Plan

2017-2022

May 1, 2017

I. INTRODUCTION

House Bill 1842, passed during the 84th Legislative Session, provides the opportunity for Texas public school districts to pursue the designation of District of Innovation. This allows local school districts to obtain exemptions from certain provisions of the Texas Education Code to allow more flexibility and local control for innovative programming.

On July 19, 2016, the Canadian Independent School District passed a Resolution to initiate the process of designation as a District of Innovation in order to increase local control over District operations and to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. On August 16 2016, the Canadian ISD School Board held a Public Hearing to allow the public to learn more about the designation and provide feedback. The School Board appointed a Local Innovation Committee comprised of community members appointed by the School Board Officers, parents, teacher leaders, and campus and district level administrators to prepare a Local Innovation Plan to address the needs of the District.

This Local Innovation Committee met to develop an initial draft of the Local Innovation Plan. The plan was posted online for public viewing and feedback on December 20, 2016, and remained online until January 18, 2017. The plan was presented to the Canadian ISD Site Based Decision Members (SBDM) and it was recommended by the committee that the plan be presented to the School Board for consideration. The Local Innovation Committee presented the plan to the School Board, and the Board adopted the plan on Feb 22, 2017.

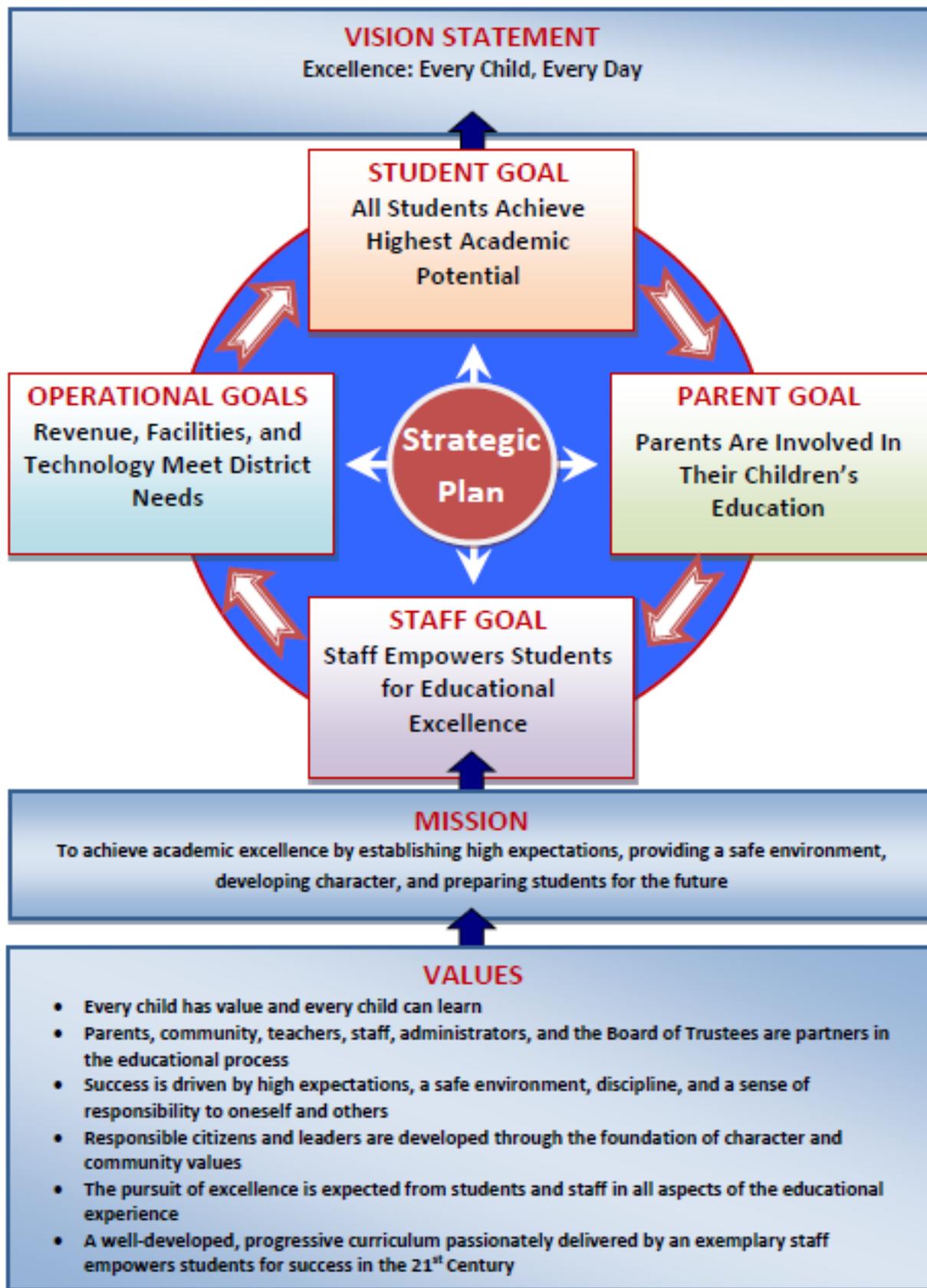
II. PURPOSE OF INNOVATION

Canadian ISD seeks to become a District of Innovation in order to have more flexibility in creating a school system invested in college and career preparation. The Plan's comprehensive educational program is guided by and aligned with the board's Vision, Mission and Strategic Plan for the District.

III. TERM

The term of the Local Innovation Plan will begin at the start of the 2017-18 school year and end 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 will revisit the plan annually to ensure that the recommendations are still in line with the needs of the district. Any changes recommended would be on the website for 30 days and require approval of the Innovation Committee, the Site Based Decision Members and the School Board.





STRATEGIC GOAL #1: Students

All students will achieve their highest academic potential.

OBJECTIVES

- A. Effectively deliver curriculum to equip and empower all students for success.
 - S1: Provide life skill education
 - S2: Develop vocational education for students who may not seek higher education.
 - S3: Incorporate innovative methods in curriculum delivery.
 - S4: Utilize technology to support academic objectives.
 - S5: Explore creative scheduling to allow more instructional time during the day.
- B. Engage and inspire all students.
 - S1: Incorporate experiences that allow students to develop character.
 - S2: Communicate enrichment opportunities to students.
- D. Ensure that the instructional needs of all students are met.
 - S1: Provide academic support for students with diverse needs. (ie.ELL, Dyslexic, Sp Ed.)
 - S2: Provide academic enrichment opportunities for gifted and talented students.
 - S3: Adapt instruction to meet the needs of individual students.

STRATEGIC GOAL #2: Staff

Staff will empower students for educational excellence.

OBJECTIVES

- A. Recruit innovative educators.
- B. Retain staff that produce educational excellence.
 - S1: Review current policies regarding teacher accountability and evaluation.
 - S2: Provide incentives, either financial and/or non-financial, that motivate staff to excel and stay with District.
 - S4: Provide relevant training to enhance educator professional development.
 - S5: Provide necessary resources for effective curriculum delivery.
 - S6: Support time management solutions.



Resolution

For Canadian ISD to Initiate the Process of Designation as a District of Innovation

WHEREAS, the Canadian ISD Board of Trustees is committed to the success of every child; and,

WHEREAS, Education Code 12A.001 provides Texas public school districts the opportunity to be designated as Districts of Innovation; and,

WHEREAS, Texas districts designated as Districts of Innovation may be exempted from a number of state statutes; and,

WHEREAS, the Canadian ISD Board of Trustees has a long-standing practice of supporting innovation for the benefit of students; and,

WHEREAS, the Canadian ISD Board of Trustees believes that it can be a better decision-making body for students when it has freedom to exercise local control over the decision-making process; and,

WHEREAS, Education Code 12A.001 requires districts seeking to be designated as Districts of Innovation to develop a local innovation plan; and,

WHEREAS, Canadian ISD's most recent performance rating under Education Code 39.054 reflects at least acceptable performance; and,

NOW, THEREFORE BE IT RESOLVED THAT the Canadian Independent School District Board of Trustees on July 19, 2016, initiates the process of exploring and considering designation of the District as a District of Innovation under Education Code 12A.

BE IT FURTHER RESOLVED that after this resolution is signed by the Board, a public hearing shall be held to consider whether the District should develop a local innovation plan for the designation of the District as a district of innovation and that after the public hearing, the Board of Trustees of Canadian Independent School District shall appoint a committee to develop a local innovation plan or decline to pursue designation as a district of innovation.

Adopted this 19th day of July, 2016, by the Canadian ISD Board of Trustees

Presiding officer: _____

Date: _____

Secretary: _____

Date: _____



IV. District of Innovation Committee Members:

Kyle Lynch	Superintendent
Lauren Haley	Teacher-CES
Margie Hufstedler	Teacher-CES
Monica Bryant	Teacher-CES
Laneida Calabrese	Teacher-BES
Heather Saenz	Teacher-BES
Erin Waters	Teacher-CMS
Jenny Brown	Teacher-CMS
Kara McClendon	Teacher-CMS
Tonny Hamby	Teacher-CHS
Wade Hood	Teacher-CHS
Kathy Osterson	Teacher-BES
Chris Koetting	Teacher-CHS
James Bryant	District Professional
Bruce Bryant	Principal-CMS
Jamie Copley	Principal-BES
Lynn Pulliam	Principal-CHS
Reagan Oles	Principal-CES
Bren Hedgecoke	Community Member
Julie Barnett	Community Member
Erika Salas	Parent
Larry Gatlin	Parent
Landon Landry	Business
Lucio Vasquez	Business

V. TIMELINE

Start Date	Activity
July 19, 2016	Board of Trustees passes resolution
Aug 16, 2016	Board of Trustees holds public hearing to consider developing a plan for innovation
Aug 16, 2016	Committee forms to work on plan for innovation
Sept 21, 2016	Initial Committee meeting to work on plan
Nov. 30, 2016	Committee meets to work on plan
Dec. 19, 2016	Committee's public meeting to finalize plan
Dec. 20, 2016	Final version of the plan is posted on District website (30 Days)
Dec 20, 2017	Board notifies Commissioner of intent to approve plan
Feb 22, 2017	Board of Trustees votes to adopt final plan
2017-2018	Beginning school year
2021-22	Ending school year



VI. AREAS OF INNOVATION

1. School Start Date

Exemption from: TEC §25.0811

Manner in which statute inhibits the goals of the plan

TEC 25.0811 states that a school district may not begin student instruction before the 4th Monday of August. The current process allows no flexibility in the design of annual calendars to fit the needs of the community or the wishes of the local Board of Trustees who represent community interests in this matter. Previously, districts had the option of applying to TEA for a waiver to start earlier, even as early as the 2nd Monday in August. The Texas tourism groups lobbied to have this stopped because they believed it was hurting their tourism business. Therefore, several years ago the legislature took away all waivers and dictated that districts may not begin until the 4th Monday, with no exceptions.

Innovation Strategies

- a. Canadian ISD will start class no earlier than the second Monday in August (as decided by a local committee.) This will better balance the day in the fall and spring semesters and provide more educational days prior to scheduled state assessments.
- b. Relief from the statute will allow Canadian ISD to develop a calendar that addresses student instruction and focused professional development in conjunction with the new instructional minutes requirement, rather than days.
- c. Alignment of the district calendar with dual credit classes, local universities and advanced placement exams. This will increase our college and career readiness.
- e. Provide for increased local control of the instructional calendar in order to be responsive to community needs.

2. Behavior Coordinator

Exemption from: TEC §37.0012

Manner in which statute inhibits goals of the plan

TEC§37.0012 requires that a person be designated to serve as the campus behavior coordinator (CBC) who is primarily responsible for maintaining student discipline and implementation of Chapter 37 and allows duties imposed on a campus principal or other campus administrator to be performed by the campus behavior coordinator.

This requirement inhibits social and emotional learning because it restricts the District's ability to promote a more collaborative discipline program that provides social and emotional supports to students. It takes the control of the discipline plan out of the principal's control and does not take into consideration situations where discipline is handled by multiple administrators.



Innovation Strategies

The District will focus on establishing classroom protocols and utilizing school culture to foster the development of individual responsibility, positive behavioral interventions and supports while encouraging the social and emotional development of each student and his/her responsibility toward the community. The District seeks to help students become socially and emotionally intelligent.

- a. Canadian ISD will restore control and management of maintaining student discipline to the oversight of the campus principal.
- b. The specific duties of the Campus Behavior Coordinator will be given to the campus principal who may divide and/or delegate duties to assistant principals as needed. Examples: parent notification of disciplinary action, notice of law enforcement action, restraint reports, corporal punishment, video recordings, etc.

3. Teacher Certification

Exemption from: TEC §21.003, §21.053, ~~§21.055~~, §21.057

Manner in which statute inhibits the goals of the plan

TEC 21.003 states that a person may not be employed as a teacher, teacher intern or trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency. In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must request emergency certification from the Texas Education Agency and/or State Board for Educator Certification. This system is burdensome and does not take into account the unique financial and/or instructional needs of the district.

TEC 21.053 requires a teacher to present his or her certificate to the District before their employment contract will be binding, and prohibits the District from paying an educator for teaching if the educator does not hold a valid certificate at the time.

~~TEC 21.055 states that if a teacher is not certified, the District may issue a teaching permit to employ the individual. This process requires notice to the Commissioner and its usefulness is extremely limited. Additionally, the language of this section could be construed to prohibit the issuance of a local teaching certificate.~~

TEC 21.057 requires that the District provide written notice to parents if an inappropriately certified or uncertified teacher is assigned to a classroom for more than 20 consecutive instructional days.

Innovation Strategies

- a. The District will maintain its current expectations for employee certification. The District will make every attempt to hire individuals with appropriate certification for the position in question; however, where that is not reasonably possible, the District will have the flexibility to hire individuals who are knowledgeable in the area and equipped to effectively perform the



duties of the position in question. In core subjects, K-12, individuals must have a Bachelor's Degree.

b. The campus principal may submit to the superintendent a request for local certification that will allow an already certified teacher to teach a course or grade level for which he/she is not certified. The principal must specify in writing the reason for the request and document what credentials or life experience the teacher possesses that would qualify this individual to teach the proposed subject.

c. An individual with experience in the content of a course could be eligible to teach a vocational skill or a course through a local teaching certificate. The principal must specify in writing the reason for the request and document what credentials or life experience the teacher possesses that would qualify this individual to teach the proposed subject. Examples: an experienced homebuilder teaching a building trades course, a licensed corrections officer teaching a criminal justice course, or a retired CPA teaching an entry level accounting course.

d. The District will develop criteria requirements for individuals seeking a local certification. Those individuals with a local certification will not be guaranteed teacher contracts as outlined in TEC §21.

e. Whenever possible, instructional planning for the uncertified teacher's course will be created in partnership with certified teachers in the same field. Uncertified teachers will be provided teacher mentoring, increased observations and feedback, professional development or instructional resources, or other supports.

f. The superintendent will report this action to the Board of Trustees at the first board meeting following the assignment.

g. Teacher certification waiver requests, state permit applications, or other paperwork will not be submitted to the Texas Education Agency. The District will ensure that all individuals assigned to teach have the knowledge and resources necessary to be successful.

h. All teachers will still be required to complete the criminal background check in compliance with State Board of education rules.

4. Teacher and Principal Evaluations

Exemption from: TEC §21.352, §21.3541

Manner in which statute inhibits the goals of the plan

The state of Texas has used the Professional Development and Appraisal System (PDAS), teacher appraisal system since 1997. The state is issuing a new teacher appraisal system in 2016-2017, that is called the Texas Teacher Evaluation and Support System (T-TESS). The domains within these systems are developed by the state to meet the needs of the entire state of Texas. These systems require that state standardized test scores be used as one of the evaluation measures for teachers and administrators.

Districts currently have the authority to only formally appraise teachers once every five school years. Canadian ISD teachers are formally evaluated every three years.

Principals are evaluated annually on a locally developed plan.



Innovation Strategies

A committee of administrators would have the option to develop a teacher evaluation system that would be a combination of PDAS, T-TESS, and other best practices to develop a local instrument and/or process that fits the needs and goals of CISD.

- a. Canadian ISD will utilize a locally developed teacher and principal evaluation tool.
- b. This instrument will be developed with input from central administration and campus administration. It will use staff input, PDAS, T-TESS, T-PESS, and any other relevant best practice.
- c. All teachers must be formally evaluated at a minimum of once every three years.
- d. All teachers will have an annual summative conference to discuss the year and set classroom goals.
- e. A local plan will be developed to evaluate both certified and non-certified instructional staff, as well as non-instructional staff.
- f. Principals will continue to be evaluated annually on a locally developed plan.

5. Instructional Minutes/Length of Instructional Day/PK Program

Exemption from: TEC §25.081

Manner in which statute inhibits the goals of the plan

House Bill (HB) 2610, passed by the 84th Texas Legislature, amends the Texas Education Code (TEC), §25.081, by striking language requiring 180 days of instruction and replacing this language with language requiring districts and charter schools to provide at least 75,600 minutes of instruction (including intermissions and recess). The bill also allows school districts and charter schools to add minutes as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity. State law currently requires that all school days must be 420 minutes long each day in order to count for ADA calculations and funding purposes, and to accumulate instructional minutes towards the 75,600 minutes required annually.

Innovation Strategies

- a. Exemption from the 420-minute day requirement would allow CISD the flexibility needed to alter the school day schedule on selected days whenever it was locally determined as necessary or beneficial to the district and its stakeholders. While there is a waiver process available to request exemption from this requirement, the waiver is limited to a 6-day maximum number for the school year. The flexibility to adjust minutes of instruction will assist with personalizing learning to better meet individual student needs. It also has the added benefit of allowing the possibility of an altered length of a school day, which may include, for example, a later start/early release time which will accommodate additional professional development/collaboration opportunities.
- b. CISD PK Program: The state requires 75,600 minutes for full day programming. For half-day programs such as PK and PPCD the required minute requirement would be 37,800 minutes.



There is not enough time in the day to be able to accommodate 37,800 minutes for both a morning and afternoon group of students. We would like to request that we be allowed to offer a 180-minute half-day Pre K programs. This will allow each teacher to have a morning and an afternoon group of students along with their conference period and duty free lunch within the regular school day.

6. 90 % Attendance Rule

Exemption from: TEC §25.092

Manner in which statute inhibits the goals of the plan

State law currently requires students attend class 90 percent of the school days in order to earn credit. The law currently requires the District to award class credit to students based on "seat time" rather than based on content mastery.

Innovation Strategies

The 90 percent rule is an arbitrary percentage, which means school districts award credit based on seat time rather than based on content mastery. It will also allow CISD administrators to award credit to students because they can show they understand the concepts, rather than because they've attended a certain number of school days.

The proposal would allow counselors and administrators to refocus efforts on students who are truly at risk, while simultaneously providing rigor and relevance in the curriculum. Exemption from this requirement will provide educational advantages to students of the District by promoting learning through innovation in the methods, locations, and times instruction may be delivered to students, thereby accommodating students with legitimate scheduling conflicts, reducing dropouts, and increasing the number of qualifying graduates. CISD will also explore other innovative ways to demonstrate mastery, given this exemption. This exemption supports overarching goals in the strategic plan to implement tools, resources, and training that support personalized learning for both students and teachers.

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

7. Number of College Days Attendance Rule

Exemption from: TEC §25.087 (b-2)

Manner in which statute inhibits the goals of the plan

State law allows a school district to excuse a student from attending school to visit an institution of higher education accredited by a generally recognized accrediting organization during the student's junior and senior years of high school for the purpose of determining the student's interest in attending the institution of higher education, provided that: (1) the district may not excuse for this purpose more than two days during the student's junior year and two days during the student's senior year; and (2)



the district adopts: (A) a policy to determine when an absence will be excused for this purpose; and (B) a procedure to verify the student's visit at the institution of higher education.

Innovation Strategies

Canadian ISD has a very isolated location in relation to a number of schools that CISD students express interest in. Limiting students to only 2 days does not allow for students to travel round trip as well as visit a campus. CISD will waive the 2-day limit per year and adopt a policy allowing seniors to miss 4 days per year, juniors to miss 4 days per year, sophomores to miss 2 days per year and freshman to miss 2 days per year.

Canadian ISD will expand its college and career program by allowing students 9-12 to be excused to visit colleges that they interested in. This will allow students to gain a greater understanding of the steps needed to achieve their college/career goals at an earlier age, before it is too late.

8. DAEP Teacher Certification Requirement

Exemption from: TEC §37.008(7)

Manner in which statute inhibits the goals of the plan

Sec. 37.008. DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS. (a) Each school district shall provide a disciplinary alternative education program that: (7) employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21;

Innovation Strategies

Canadian ISD has a very limited number of students assigned to DAEP and often classes will be provided using computer based instruction and or a blended model, it is not necessary to have certified teachers on site. Canadian ISD is a rural district and often does not have certified teachers available when DAEP is needed. The Campus administrator will ensure that the staff of the DAEP has the support necessary to properly supervise the students assigned to the program and will lend assistance of teachers with specific certification as needed.

9. High School Diploma and Certificate/Course Sequence

Exemption from: TEC §28.025(b-2)

Manner in which statute inhibits the goals of the plan

HIGH SCHOOL DIPLOMA AND CERTIFICATE. (b-2) In adopting rules under Subsection (b-1), the State Board of Education shall provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1) taken after successful completion of English I, English II, and English III. for an advanced mathematics course under Subsection (b-1)(2) taken after the successful completion of Algebra I and geometry, and for any advanced science course under Subsection (b-1)(3) by successfully completing a course in the appropriate content area that has been approved as an advanced course by board rule or that is offered as an advanced course for credit without board approval as provided by Section 28.002(g-1).

English:



Action by the 84th Session of the Texas Legislature and the rule-making authority of the Texas State Board of Education imposed pre-requisite requirements for high school students taking English IV. Effective August 2016, all students entering high school in the 2014-2015 school year are required to take English I, II, and III, prior to taking English IV. This is an unnecessary and problematic requirement that adversely impacts students seeking to recover credit and graduate in a timely manner or those students seeking to accelerate their high school program to graduate early.

Mathematics:

The 84th Texas Legislature also said that Algebra I (pre-requisite class) must be successfully completed before students can enroll in any other mathematics course for high school credit. Students can double up high school courses to catch up if needed, but this cannot include Algebra I.

Innovation Strategies

Consistent with the CISD Strategic Plan, students will be able to enroll in courses that meet their needs, selected graduation plans and endorsements. Students and their parents will annually review their course selections and determine which courses and which course sequences best meet the needs of each student. Annual guidance will be provided to students and their parents regarding course selections and timing of courses based on graduation plans and endorsements, without the limitations of unnecessary prerequisite course requirements.

10. Prerequisites for Advanced Animal Science and Veterinary Medical Applications,

Exemption from: TAC §130.9, §130.10

Manner in which statute inhibits the goals of the plan

§130.9. Veterinary Medical Applications (One Credit), Adopted 2015. (a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Equine Science, Small Animal Management, or Livestock Production. Students shall be awarded one credit for successful completion of this course.

§130.10. Advanced Animal Science (One Credit), Adopted 2015. (a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Biology and [,] Chemistry [,] or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended prerequisite: Veterinary Medical Applications. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course

Innovation Strategies

Consistent with the CISD Strategic Plan, students will be able to enroll in courses that meet their needs, selected graduation plans and endorsements. Students and their parents will annually review their course selections and determine which courses and which course sequences best meet the needs of each student. Annual guidance will be provided to students and their parents regarding course selections and timing of courses based on graduation plans and endorsements, without the limitations of unnecessary prerequisite course requirements.

