

# District of Innovation Committee Meeting

January 17, 2017

## Campus Behavior Coordinator Committee

United Independent School District



## Campus Behavior Committee

John B. Alexander HS	Lamar Ramirez
Lyndon B. Johnson HS	Patricia Hinojosa
STEP	Ramon Trevino Jr.
United Middle School	Rebecca Morales
Washington Middle School	Carmen Pena
Arndt ES	Bernardo Gutierrez
Juarez Lincoln ES	Liliana Miranda
Newman	Elisa Castillo
Perez ES	Noemi Cruz
Ruiz ES	Deborah Ann Flores
Parent	Mirtha Mojica
Parent	Nydia Rdz Montemayor
Ex. Director of Special Ed	Cynthia Ramirez
Director of Guidance & Counseling	Christina Uibe-Flores
Director of Bilingual	Dr. Carmen Pompa
Director of Discipline	Annette Perez



## Sec. 37.0012. DESIGNATION OF CAMPUS BEHAVIOR COORDINATOR. (a)

A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.

(b) The campus behavior coordinator is primarily responsible for maintaining student discipline and the implementation of this subchapter.

(c) Except as provided by this chapter, the specific duties of the campus behavior coordinator may be established by campus or district policy. Unless otherwise provided by campus or district policy:

(1) a duty imposed on a campus principal or other campus administrator under this subchapter shall be performed by the campus behavior coordinator; and

(2) a power granted to a campus principal or other campus administrator under this subchapter may be exercised by the campus behavior coordinator.

(d) The campus behavior coordinator shall promptly notify a student's parent or guardian as provided by this subsection if under this subchapter the student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled, or placed in a juvenile justice alternative education program or is taken into custody by a law enforcement officer. A campus behavior coordinator must comply with this subsection by:

(1) promptly contacting the parent or guardian by telephone or in person; and

(2) making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

(e) If a parent or guardian entitled to notice under Subsection (d) has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a campus behavior coordinator shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

(f) If a campus behavior coordinator is unable or not available to promptly provide notice under Subsection (d), the principal or other designee shall provide the notice.

Added by Acts 2015, 84th Leg., R.S., Ch. 1267 (S.B. 107), Sec. 1, eff. June 20, 2015.

STUDENT DISCIPLINE

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(LEGAL)

STUDENT CODE OF  
CONDUCT

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the district.
2. Specify the conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP.
3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].
4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:
  - a. Self-defense;
  - b. Intent or lack of intent at the time the student engaged in the conduct;
  - c. A student's disciplinary history; or
  - d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.
6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.
7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions.

"Bullying" has the meaning provided by Education Code 37.0832. [See FFI]

"Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating

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conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

"Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:
  - a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;
  - b. Disciplining students; and
  - c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making of hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

CHANGES IN SCOC

Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.

POSTING

The Student Code of Conduct shall be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.

*Education Code 37.001*

NOTICE TO PARENTS

Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. *Education Code 37.001(d)*

NONCUSTODIAL PARENT

A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding

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this requirement, a district shall comply with any applicable court order of which the district has knowledge. *Education Code 37.0091(a)*

COPIES TO STAFF

The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. *Education Code 37.018*

CAMPUS BEHAVIOR  
COORDINATOR

A person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.

The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37.

DUTIES

The specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37 must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.

NOTICE TO  
PARENTS

The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.

A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

*Education Code 37.0012*

NO UNSUPERVISED  
SETTING

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

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CONTINUATION OF  
DISCIPLINARY ACTION

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

“Disciplinary action” means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

“District or school” includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

*Education Code 37.022*

OPPORTUNITY TO  
COMPLETE COURSES

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

SECLUSION

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

“Seclusion” means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

*Education Code 37.0021(b)(2)*

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

*Education Code 37.0021(h)*



STUDENT DISCIPLINE

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EXCEPTIONS	<p>This prohibition on seclusion does not apply to:</p> <ol style="list-style-type: none"><li>1. A peace officer performing law enforcement duties; or</li><li>2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.</li></ol>
"LAW ENFORCEMENT DUTIES"	<p>"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.</p> <p><i>Education Code 37.0021(b)(4), (g)</i></p>
RESTRAINT REPORTS	<p>A district shall report electronically to TEA, in accordance with standards provided by Commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties [see LAW ENFORCEMENT DUTIES, above] on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by Commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. <i>Education Code 37.0021(i)</i></p> <p>"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body. <i>Education Code 37.0021(b)(1)</i></p>
CORPORAL PUNISHMENT	<p>If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. <i>Education Code 37.0011(b)</i></p>
PARENT STATEMENT	<p>To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)-(d)</i></p>
DEFINITION	<p>"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated</p>

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with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. *Education Code 37.0011(a)*

USE OF FORCE TO  
MAINTAIN DISCIPLINE

The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. *Penal Code 9.62*

VIDEOTAPES AND  
RECORDINGS

A district employee may, without consent of a child's parent, make a videotape or recording of the child if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)* [See FNG]

REPORTS

A district shall annually report to the Commissioner:

DISCIPLINARY  
ALTERNATIVE  
EDUCATION  
PROGRAMS  
(DAEPS)

1. For each placement in a DAEP:
  - a. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
  - b. Information indicating whether the placement was based on:
    - (1) Conduct violating the Student Code of Conduct;
    - (2) Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
    - (3) Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
    - (4) Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
  - c. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
  - d. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

EXPULSIONS

2. For each expulsion:

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- a. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
- b. Information indicating whether the expulsion was based on:
  - (1) Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
  - (2) Conduct for which expulsion is permitted;
- c. The number of full or partial days the student was expelled;
- d. Information indicating whether:
  - (1) The student was placed in a JJAEP;
  - (2) The student was placed in a DAEP; or
  - (3) The student was not placed in a JJAEP or other alternative education program; and
- e. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

*Education Code 37.020*

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STUDENT CODE OF  
CONDUCT

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website, along with other District publications such as the student handbook, Bus Rider's Guide, and Technology Use Guide, and/or as a hard copy to students, parents, teachers, administrators, and others on request.

REVISIONS

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

EXTRACURRICULAR  
STANDARDS OF  
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

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(LOCAL)

'PARENT' DEFINED

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

GENERAL DISCIPLINE  
GUIDELINES

The schools shall strive to provide for the basic welfare, educational opportunity, and safety of all students. Student conduct in the schools shall be supervised in an attempt to provide for reasonable order and courtesy and the recognition of student rights and responsibilities.

School authorities shall give clear guidance to staff members concerning discipline procedures, teacher authority, and limitations as to personal actions.

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
  - a. The seriousness of the offense;
  - b. The student's age;
  - c. The frequency of misconduct;
  - d. The student's attitude;
  - e. The potential effect of the misconduct on the school environment;
  - f. Requirements of Chapter 37 of the Education Code; and
  - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

CORPORAL  
PUNISHMENT

The Board prohibits the use of corporal punishment in the District by any employee, parent, legal guardian, or patron of the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

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(LOCAL)

PHYSICAL RESTRAINT	<p>Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:</p> <ol style="list-style-type: none"><li>1. Protect a person, including the person using physical restraint, from physical injury.</li><li>2. Obtain possession of a weapon or other dangerous object.</li><li>3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.</li><li>4. Control an irrational student.</li><li>5. Protect property from serious damage.</li></ol> <p>A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]</p>
VIDEO AND AUDIO MONITORING	<p>Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.</p> <p>The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.</p>
USE OF RECORDINGS	<p>The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.</p>
ACCESS TO RECORDINGS	<p>Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]</p>

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**Note:** The Board has adopted an innovation plan waiving all or a portion of state law. The District's innovation plan may be found on the District's website at [http://www.episd.org/community/docs/lic/final\\_local\\_innovation\\_plan\\_05-17-16.pdf](http://www.episd.org/community/docs/lic/final_local_innovation_plan_05-17-16.pdf). This local policy has been revised to replace state law waived by the District's innovation plan.

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CAMPUS BEHAVIOR  
COORDINATOR

The District has waived provisions in state law requiring that a person at each campus be designated to serve as the campus behavior coordinator.

STUDENT CODE OF  
CONDUCT

The District's rules of discipline are maintained in the Board adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

The deputy superintendent of administration shall be responsible for preparing, revising, and distributing the Student Code of Conduct.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as hard copies to students, parents, teachers, administrators, and others upon request.

REVISIONS

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available, as soon as feasible after Board adoption, to students and parents, teachers, administrators, and others.

EXTRACURRICULAR  
STANDARDS OF  
BEHAVIOR

With the approval of the principal and the appropriate area superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. Extracurricular behavioral standards shall not have the

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effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

An opportunity for parental input in the development of extracurricular standards of behavior shall be available at each campus.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

VIOLATIONS

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

"PARENT" DEFINED

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

GENERAL GUIDELINES

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case [see FO(LEGAL)]. Factors to consider shall include:
  - a. The seriousness of the offense;
  - b. The student's age;
  - c. The frequency of misconduct;
  - d. The student's attitude;
  - e. The potential effect of the misconduct on the school environment;
  - f. Whether the behavior was in self-defense;



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- g. The intent or lack of intent at the time the student engaged in the conduct;
  - h. The student's disciplinary history;
  - i. Any disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
  - j. Requirements of Chapter 37 of the Education Code; and
  - k. The Student Code of Conduct adopted by the Board.
3. Beginning with the 2016–17 school year, no student shall be sent home without a proper discipline referral. No student prior to grade 3 shall be suspended, placed into a disciplinary alternative setting, or expelled, except as required by law. Disciplinary actions that remove students from their school setting shall be used as a last resort for other elementary students in grades 3–5.
4. Teachers and other school personnel shall not withhold opportunities for recess as a disciplinary measure.
5. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

[For provisions regarding students with disabilities, see FOF(LEGAL) and sections in the Student Code of Conduct dealing with discipline of students with disabilities (IDEA) and discipline under Section 504 of the Rehabilitation Act of 1973.]

CORPORAL  
PUNISHMENT

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

PHYSICAL RESTRAINT

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

- 1. Protect a person, including the person using physical restraint, from physical injury.
- 2. Obtain possession of a weapon (such as a firearm, knife, explosive, or other weapon defined at FNCG) or other dangerous object.

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3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
4. Control an irrational student.
5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law.  
[See FOF(LEGAL)]

VIDEO AND AUDIO  
MONITORING

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

USE OF  
RECORDINGS

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

ACCESS TO  
RECORDINGS

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]



## FORNEY ISD DISTRICT OF INNOVATION PLAN

Forney ISD is driven by Six Board Goals developed in conjunction with our parents, community, and stakeholders. These goals drive all decisions regarding teaching and learning in FISD.

1. **Learning Organization:** We will have a sound and efficient learning organization that supports learning and prepares for transition.
2. **Learning Standards:** We will implement research-based curriculum through relevant, engaging, and innovative instruction that meets the needs of all learners.
3. **Learning Environment:** We will create a diverse learning environment tailored to the needs of our students.
4. **Assessment:** We will continuously use formative and summative assessments for the students, educators, campuses, and district to encourage learning, mastery, and growth.
5. **Digital Literacy:** We will integrate technology that develops students to live, learn, earn, and play responsibly in a digital world.
6. **Community Partnerships:** We will develop parent and community partnerships that promote relationships that expand opportunities for students.

In order to best serve our students and align our learning to the FISD board goals, we have developed a five-year District of Innovation Plan to provide opportunities that allow the FISD Board of Trustees the ability to use their best judgement to make decisions regarding the students of FISD. FISD is a community with diverse students and unique challenges. Giving the board local control of these decisions will provide lasting effects on our students, parents and community.

### I. **First Day of Instruction - Board Goal 1 Learning Organization** **Exemption From:** TEC §25.0811, TEC §25.0812

#### **Manner in which law inhibits Board Goals:**

**TEC §25.0811** states that a school district may not begin student instruction before the 4th Monday of August. For many years this was the rule; however, districts had the option of applying for a waiver to start earlier, even as early as the 2nd Monday in August.

**TEC §25.0812** states that a school district may not schedule the last day of school before May 15.

**Proposal :** These laws restrict flexibility in the design of annual calendars to fit the needs of the school district and community. The flexibility to begin instruction earlier in August will enable the district to develop a calendar that best meets the needs of the students in FISD. An earlier start date allows a better balance between semesters, more instructional days

**III. Behavior Coordinator - Board Goal 6 Community Partnerships**  
**Exemption From: TEC§37.0012**

**Manner in which law inhibits Board Goals:**

**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. This provision also allows duties imposed on a campus principal or other campus administrator to be performed by the campus behavior coordinator.

**Proposal:** By eliminating the behavior coordinator designation, FISD can focus on building a Culture of Excellence that fosters the development of social-emotional learning. In addition to exempting the district from the application of TEC§37.0012, any authority, responsibility, or duty granted to a CBC by law or FISD Board Policy shall be exercised by other appropriate school officials.

# GALENA PARK INDEPENDENT SCHOOL DISTRICT LOCAL INNOVATION PLAN

## 1. Teacher Certification

(DK LEGAL, DK LOCAL, DK EXHIBIT) (TEC 21.044, 21.003)

### Currently

In the event a district cannot locate a certified teacher for a position, or a teacher is assigned to a subject outside of his/her certification, the district must submit a request to the Texas Education Agency. Approval or denial of this request must then be issued by the Texas Education Agency (TEA).

### Proposed

To best serve Galena Park ISD students, decisions on certification will be handled locally. The District's goal will continue to be hiring certified teachers; however, flexibility is needed in the areas that are difficult to fill.

- A. Galena Park ISD proposes to submit a request for approval to fill a teaching position to the Superintendent or designee:
  - i. For a certified teacher to teach one subject out of his/her certified field; or
  - ii. To allow an individual who holds a four-year degree to teach in a bilingual classroom, if he/she is willing to pursue a bilingual certification and is eligible to take the bilingual exam, and/or be enrolled in an appropriate Alternative Certification program.
- B. The written request would outline the reason for the request and document what credentials the certified teacher possesses which would qualify this individual to teach the subject, and must be submitted by the principal to the Superintendent or designee for approval.

The request will afford the District the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations, such as welding, health sciences, architecture and construction, and other career and technical courses.

### Rationale

Exemption from TEC 21.044 and 21.003 would enrich applicant pools in specific content areas and enable more students to obtain the educational benefit of career and technical course offerings.

## 6. Designation of Campus Behavior Coordinator

(FO LEGAL) (TEC 37.0012)

### Currently

Senate Bill 107 requires the designation of a Campus Behavior Coordinator on each campus. This person is responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.

### Proposed

To best serve the needs of students and staff in Galena Park ISD, we propose the District abstain from designating only one person as the Campus Behavior Coordinator.

### Rationale

Galena Park ISD's elementary campuses currently have at least two administrators: one principal and one assistant principal, who by job description, serve in this capacity already. Our secondary schools each have one principal and multiple assistant principals who all work together to ensure compliance with Chapter 37, Subchapter A. Our District believes in a collaborative approach to discipline, with multiple people providing emotional and social support to students, rather than just one person. Exemption from this requirement will allow the option of increasing collaboration in regard to student discipline, as outlined in the Galena Park ISD's Student Code of Conduct.

# Dripping Springs ISD as a District of Innovation

## Districts of Innovation and Exemptions from Provisions of the Texas Education Code under House Bill 1842

**This plan is specific to the exemptions as outlined.** The district intends to follow the Texas Education Code in all other areas. If at some point it is decided that changes or additional exemptions should be considered, as per the Districts of Innovation process, the district will reconvene the District of Innovation Planning committee to explore the request.

House Bill 1842, passed in the 84th Texas Legislative Session, provides an opportunity for Texas public school districts to modify state requirements at the local level to better meet the needs of their unique student populations, in order to prepare them for success and lifelong learning. As a District of Innovation, Dripping Springs ISD will be able to implement our Strategic Plan with the increased flexibility and freedom necessary to personalize learning experiences. An essential tenet of personalization is that every child experiences school differently. In a way, personalization provides a unique “school” for every child. Thus, we must have the ability to make important educational decisions for our students at the local level.

We must also be able to maximize our responsiveness to our district’s vision for the future. As we developed our Strategic Plan and this Innovation Plan, our community has been involved throughout the process, giving ongoing feedback on what they want for their children in order to prepare them to be positive contributors to the world, a world which is constantly changing. As we begin to transform our community’s dreams for their children into reality, we must be positioned to maximize the opportunities and minimize the barriers that could otherwise preclude us from doing our best work on their behalf.

Our Strategic Plan requires DSISD to evolve and think radically differently about such critical systemic components as how we are organized, how we deliver instruction, how we recruit and retain top talent, how we engage and support our families, what experiences we provide, and how we grow continually as a learning organization. To think differently, we must be able to respond differently. Leveraging the limited freedom and flexibility afforded by the Districts of Innovation designation will assure we are empowered to do so.

Under HB 1842, districts may identify certain requirements imposed by the Texas Education Code (TEC) “that inhibit the goals of the plan and from which the district should be exempted on adoption of the plan. . .” Because DSISD’s Strategic Plan and its local

**Student Discipline Provisions**

(FO LEGAL & LOCAL) (Ed. Code 37.0012)

**Currently**

Senate Bill 107 requires the designation of a campus behavior coordinator on each campus. This designee is responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.

**Proposed**

The proposal is for the District to abstain from the state requirement that each school have a designated campus behavior coordinator. DSISD's approach to discipline is becoming more collaborative, with multiple people providing emotional and social support to students, rather than just one person. Exemption from this requirement will allow the option of increasing collaboration in regard to student discipline, as outlined in the DSISD Student Code of Conduct.

**Teacher Certification**

(DK LEGAL, DK LOCAL, DK EXHIBIT) (Ed. Code 21.044, 21.003)

**Currently**

*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 submit a request to the Texas Education Agency. TEA then approves or denies this request. There is a lot of bureaucracy and unnecessary paperwork involved in the process.*

**Proposed**

DSISD is committed to placing a life changer in every classroom. In order to best serve DSISD students, decisions on certification will be handled locally. The current state teacher certification requirements inhibit the District's ability to hire teachers to teach hard-to-fill, high demand dual credit, and career and technical/STEAM (applied Science, Technology, Engineering, and Arts & Mathematics) courses. In order to enable more students to obtain the educational benefit of such course offerings, the District seeks to establish its own local qualification requirements and its own requirements for training of professionals and experts to teach such courses in lieu of the requirements set forth in law. This exemption directly supports the move from "highly qualified" requirements in the Every Student Succeeds Act (ESSA).

By obtaining exemption from existing teacher certification requirements, the District will have the flexibility to hire community college instructors, university professors, or internal applicants seeking assignments outside of their traditional certification area.



El Paso Independent School District

# Local Innovation Plan

April 15, 2016

**Local Innovation Committee Members:**

Name	Appointment
Dr. Royce Avery	Superintendent
Jaime Barceleau, LMSW	Board Vice President Al Velarde
Karen Blaine	Superintendent
Ingrid Brown	Board Secretary Trent Hatch
Dr. Tamekia Brown	Superintendent
Norma De La Rosa	Board Secretary Trent Hatch
Dr. David DeMatthews	Superintendent
Michael Devine	Trustee Diane Dye
Ivonne Durant	Superintendent
Laila Ferris	Superintendent
Lynn Gill	Trustee Charles Taylor
Scott Gray	Superintendent
Nancy Hanson	Trustee Diane Dye
Dana Hamilton	Board President Dori Fenenbock
Dr. Elena Izquierdo	Trustee Susie Byrd
Ross Moore	Board Vice President Al Velarde
Melanie Mullings	Board President Dori Fenenbock
Elizabeth O'Hara Williams	Trustee Susie Byrd
Amy O'Rourke	Trustee Bob Geske
Debbie Trexler	Trustee Charles Taylor
Dr. Michael Warmack	Trustee Bob Geske

professors in specific content areas in order to afford more students the opportunity to take dual credit courses if certified teachers are not available to teach those courses. In addition, this exemption will afford the District the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations (such as welding, fine arts, etc.) in career and technical/STEAM courses if certified teachers are not available to teach those courses.

#### **D. Designation of Campus Behavior Coordinator**

One of the Strategic Plan's student learning goals is to help students become socially and emotionally intelligent individuals. Social and emotional learning is inhibited by Texas Education Code Section 37.0012, which constrains campus governance by requiring one person at each campus to be designated to serve as 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 in which community schools provide social and emotional supports to students. By obtaining exemption from Section 37.0012, the District will be better able to 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 or her responsibility toward the community.

#### **E. Teacher and Administrator Appraisals**

Finally, the Strategic Plan's initiative of active, project-based and blended learning includes the goals of developing a teacher support model, a new principal's academy, an administrator's institute, and a comprehensive District staff development plan that focuses on individual growth. These goals are impeded by the laws governing educator appraisals set forth in Texas Education Code Sections 21.351, 21.352, 21.354, 21.3541 and 19 Texas Administrative Code Chapter 150 to the extent these laws require that state standardized test scores be used as one of the evaluation measures for teachers and administrators. In order to promote professional development that focuses on individual growth, the District needs to maintain local flexibility to continue its current practice of using various measures, including multiple observations, goal setting and tracking, and student growth progress toward