



DEIC Public Meeting
May 24, 2023

Consideration of Proposed Amendments to Local Innovation Plan
GARLAND INDEPENDENT SCHOOL DISTRICT

DOI Amendment Meeting Agenda:

Topic	Presentor
Open Public Meeting	Mrs. Joyner
DOI Amendment Overview and Timeline	Mr. Bland and DOI Leadership Committee
Public Comments	Mrs. Joyner & Public
Committee Comments	Mrs. Joyner & DEIC Members
DEIC Committee Roll Call Vote	Mrs. Joyner
Adjourn Public Meeting	Mrs. Joyner



District of Innovation Leadership Committee

Jason Adams

Michael Bland

Gradyne Brown

Coleman Bruman

Kim Caddell

Erica Carbajal

Angela Daniels

Mary Garcia

Babetta Hemphill

Melissa Hill

Brandy Mayo

Dina Rowe

Susanna Russell







Atticus Wisener

Additional Review and Feedback

TAFT Leadership and TAFT Cadre

- DOI Presentation Shared and Reviewed
- Both groups were able to ask questions and provide informal feedback to the DOI Leadership Team
- Feedback from both groups were taken into consideration prior to finalizing all proposed amendments

Timeline

April 28, 2023	<ul style="list-style-type: none">* DOI Leadership Committee met to review the current DOI Plan* DOI Leadership Committee determined district needs and reviewed possible amendments from TEA Figure: 19 TAC 102.1307(d) to add to the DOI plan.* DOI Leadership Team finalized a list of proposed amendments	 
May 5, 2023	<ul style="list-style-type: none">* DOI Leadership Team sub committees were assigned to teams of committee members from various departments.* Each sub committee vetted their assigned proposed amendment to determine if the amendment met all TEA requirements for DOI	 
May 12, 2023	<ul style="list-style-type: none">* All DOI proposed amendments were reviewed and finalized to be presented to DEIC* DOI Leadership Committee created the DOI presentation for DEIC* DOI Draft Presentation shared with TAFT Committee for questions and feedback	
May 24, 2023	<ul style="list-style-type: none">* DEIC Meeting - May 24, 2023 8:30 AM - 11:00 AM	

Public Meeting Overview:

- **Discuss** the significance of being designated a District of Innovation (DOI)
- **Exam** current foundation: Board of Trustees Goals, Superintendent Goals and Legacy Pillars
- **Review** the current [Local Innovation Plan](#) exemptions
- **Share** proposed [Local Innovation Plan amendments](#)
- **Collect comment** (committee members + public) regarding the proposed amendments
- **Conduct** a DEIC member vote regarding each of the proposed Local District of Innovation (DOI) Plan Amendments



What does it mean to be designated as a District of Innovation (DOI)?

- **TEC §12A.001** was written to give public schools flexibility that charter and open enrollment schools in the state currently have.
- This flexibility provides **GREATER LOCAL CONTROL, DECISION MAKING, CREATIVITY, and FLEXIBILITY** without some of the statutory constraints placed on non-innovation designated school districts.



Board of Trustees Goals Addressed

- **OBJECTIVE A: EARLY LITERACY:** Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.
- **OBJECTIVE C: SCIENTIFIC UNDERSTANDING:** Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.
- **OBJECTIVE D: MATHEMATICAL PROFICIENCY:** Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.
- **OBJECTIVE H: GRADUATION OUTCOMES:** Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.



Superintendent's Goals Addressed

- **SUPERINTENDENT GOAL #1 – Student Results**

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

- **SUPERINTENDENT GOAL #4 – Educational Leadership**

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

- **SUPERINTENDENT GOAL #6 – Community Relations & Relationship Building**

The superintendent maintains a positive and productive working relationship with District employees and the community.



District Legacy Pillars Addressed

- CLOSE ACHIEVEMENT GAPS
- WORLD CLASS SPECIAL EDUCATION
- UNIFIED TEAM
- LEADERSHIP PIPELINE



What District of Innovation (DOI) exemptions have we implemented?

ORIGINALLY ADOPTED IN SPRING 2017; RE-ADOPTED IN SPRING 2022.

- **School start date** flexibility to begin student instruction prior to the fourth Monday of August {TEC §25.0811, EB(LLEGAL)}
- **Teacher Certification** flexibility to employ staff for CTE courses, high demand and dual credit courses {TEC §21.003, TEC §21.0031, TEC §21.051, TEC §21.053, DBA(LLEGAL), DK(LLEGAL)}
- Flexibility to **eliminate the value-added measure** for teacher and administrator appraisals {TEC §21.352, TEC §21.3541, 19 TAC 150.1001, DNA(LLEGAL)}
- **Collaborative discipline** among campus administrators {TEC §37.0012, FO(LLEGAL)}



DEIC Membership Final Tally for all Proposed DOI Amendments

	Teacher Certification Flexibility - #01	Campus Behavior Coordinator - #02	Out-of-School Suspension for Students Below Grade 3 - Addition #01	Local Class Size Flexibility for PreK-4th Grade - Addition #02	Loss of Credit - 90 Percent Attendance Rule - Addition #03	Transfer of Student - Addition #04	Grade 7 Reading Instrument - Addition #05	Mentor Teachers - Addition #06	Probationary Contracts - Addition #07	Teacher Planning Time - Addition #08	Unauthorized Persons: Refusal of Entry, Ejection from School Property - Addition #09	Relief from Term of Depository Contract - Addition #10
Vote: Yes	72	77	76	58	76	78	78	74	73	69	78	77
Vote: No	6	1	2	20	2	0	0	4	5	9	0	1
Total Absent	18	18	18	18	18	18	18	18	18	18	18	18
Total Votes	78	78	78	78	78	78	78	78	78	78	78	78
Total Members	96	96	96	96	96	96	96	96	96	96	96	96
% Yes Votes	92%	99%	97%	74%	97%	100%	100%	95%	94%	88%	100%	99%
% Yes Membership	75%	80%	79%	60%	79%	81%	81%	77%	76%	72%	81%	80%



DOI Proposed Amendment: Revision #01

ORIGINAL

Teacher Certification flexibility for CTE courses, high demand and dual credit courses
{TEC §21.003, TEC §21.0031, TEC §21.051, TEC §21.053, DBA(LLEGAL), DK(LLEGAL)}

Proposed Local Teacher Certification Innovation/Flexibility Revision:

With a Career and Technical Center and innovative courses and programming, local decisions about teacher certification would provide a better opportunity to offer innovation in course selections for CTE courses, dual credit courses, and high demand/hard-to-fill teaching vacancies. Moreover, doing so ensures we will meet future vacancy needs. By obtaining an exemption from existing teacher certification requirements, the district will have the flexibility to hire community college instructors, university professors, industry experts with a minimum of three years experience, or internal applicants seeking assignments outside of their traditional certification area. This will enrich applicant pools in specific content areas and afford more students the opportunity to take courses that align with their career paths.



DOI Proposed Amendment: Revision #01

REVISED

Teacher Certification {TEC§21.003, TEC§21.0031, TEC§21.051, TEC§21.052, TEC§21.053, TEC§21.056, TEC§21.057 DBA(LEGAL) and DK(LEGAL)}

Proposed Local Innovation/Flexibility Revision:

Garland ISD will maintain its current expectations for employee certification and will make every attempt to hire individuals with appropriate certifications for the position in question. However, when that is not reasonably possible, GISD will have the flexibility to hire individuals who are knowledgeable in the subject area and equipped to effectively perform the duties of the position in question, as permitted by law. Garland ISD seeks the ability to locally certify teachers in areas of high demand in order to better meet the educational needs of our students. Teachers with industry certifications and qualified experience could be eligible to teach a course through a local teaching certification. This process will allow more flexibility in our rapidly evolving hiring landscape, and will strategically enable GISD to staff campuses in areas where teacher shortages are prevalent due to applicants with certification/credentialing issues. This flexibility will allow Garland ISD to provide more options for our students in class offerings leading to industry recognized certifications and give us the ability to rely less on substitute teachers in high-need assignments where there is a scarcity of traditionally credentialed teacher applicants.

DEIC Vote Count
(% Yes from Membership) - **75%**



DOI Proposed Amendment: Revision #02

ORIGINAL

Campus Behavior Coordinator {TEC §37.0012, FO(LLEGAL), FO(LOCAL)}

Proposed Local Innovation/Flexibility Revision:

Our approach to discipline is more collaborative, with multiple administrators providing emotional and social support to students. Exemption from this requirement increases the opportunity for campus collaboration in regards to student discipline, as outlined in the GISD Student Code of Conduct and campus discipline plans



DOI Proposed Amendment: Revision #02

REVISED

Campus Behavior Coordinator {TEC §37.0012, FO(LLEGAL), FO(LOCAL)}

Proposed Local Innovation/Flexibility Revision:

The shared responsibility of discipline among campus principals and assistant principals will minimize the loss of instructional time and ensure the safety of all students as well as provide increased opportunities to build relational capacity with parents and students. All campus administrators engage in comprehensive professional learning to support the implementation of the GarlandISD Discipline Management Plan and Student Code of Conduct. In addition, assigning existing professionals the responsibility of maintaining discipline and for notifying parents of disciplinary removals and/or arrests is a much more cost-effective means of fulfilling the duties of the campus behavior coordinator.

DEIC Vote Count

(% Yes from Membership) - **80%**



DOI Proposed Amendment: Addition #01



Out-of-School Suspension for Students Below Grade 3 {TEC§37.005, FO(LLEGAL), FOB(LLEGAL)}

Proposed Local Innovation/Flexibility:

To best serve the students of Garland ISD and provide a high-quality learning environment for all students, the District proposes that district-level administrators be able to exercise professional judgment and place students of any grade level in out-of-school suspension when they deem it necessary for safety and to maintain an orderly learning environment for all students.

Specifically, the District seeks the flexibility to authorize district administrators to suspend students out-of-school below grade 3 when necessary.

- This flexibility will allow for district-based decision making and allow administrators to more effectively ensure the safety and security of all students and staff.
- Written criteria will be developed to identify situations that would initiate a suspension, and the superintendent's designee will provide oversight and approval.
- The Superintendent/designee will report to the Board after the end of each school year the number of students in grade PreK through fifth grade placed in out of school suspension.

The District currently monitors the suspensions of all students, regardless of grade level, to ensure the Student Code of Conduct is applied appropriately across the District. Should an exemption from TEC §37.005 be granted, the District would continue to monitor the suspensions of all students, which would now include students in grades below 3, to ensure that suspensions are appropriate.

The benefits of the proposed innovation are to allow for district--based decision making, assist in maintaining an orderly environment for all students, and allow administrators to ensure the safety and security of all students more effectively.

DEIC Vote Count
(% Yes from Membership) - **79%**

DOI Proposed Amendment: Addition #09



Unauthorized Persons: Refusal of Entry, Ejection from School Property
{TEC §37.105, GKA(LEGAL), GKA(LOCAL), FNG(LEGAL), FNG(LOCAL)}

Proposed Local Innovation/Flexibility:

It is not always practicable to keep detailed records of every verbal warning given to an individual who is behaving in such a way as to elicit a verbal warning. Often, stopping to gather the necessary information could further escalate the situation, rather than de-escalate. Additionally, in many circumstances, the administrator addressing the unruly individual may not be able to document the event immediately. Because verbal warnings only lead to ejection if the individual continues to act improperly immediately after the verbal warning, documenting those that do not lead to ejection is unnecessary and overly burdensome. Similarly, given the volatility of situations in which an individual is ejected from school property, it is rarely feasible to provide the individual with a written copy of the district's appeals process. These processes are readily available on the District's website together with all other information regarding complaints. Finally, posting this information on campus websites is duplicative and unnecessary as all information regarding complaints and appeals is available in a single location on the District's main website which is frequented by District stakeholders.

DEIC Vote Count
(% Yes from Membership) - **81%**



DOI Proposed Amendment: Addition #02



Local Class Size Flexibility for PreK-4th Grade

{TEC §25.112, TEC §25.113, EEB(LEGAL)}

Proposed Local Innovation/Flexibility:

The district seeks to locally monitor and maintain appropriate class sizes without the necessity of waivers. This exemption allows Garland ISD to utilize a more flexible class size approach based on student needs and the time of year. Garland ISD staffing ratios for Prekindergarten - Fourth grade are based on a 22:1 student-to-teacher ratio. Additional teacher allocations for Prekindergarten through Fourth Grade will be considered once a grade level reaches a student-to-teacher ratio of 24:1. This exemption would allow minimal disruption to the learning environment and provide relief from the reporting currently required by state law. Additionally, the exemption affords the district the opportunity to consider other variables in the best interest of students such as the value of attending a neighborhood school, timing in the school year, available classroom space or the need for another teacher or teacher aide.

DEIC Vote Count

(% Yes from Membership) - **60%**



DOI Proposed Amendment: Addition #03



Loss of Credit- 90 Percent Attendance Rule {TEC §25.092, FEC(LEGAL), FEC(LOCAL)}

Proposed Local Innovation/Flexibility:

The current law does not distinguish between excused and unexcused absences, all absences are considered. With the increase of additional complex social needs, mental health issues, and limitations of school and public transportation there has been a decrease in attendance and increase of students reaching the 90% threshold. This has resulted in an increasing amount of time spent organizing recovery efforts, tracking attendance, and making adjustments to grades.

Flexibility with regard to minimum attendance for class credit or final grade allows the district innovative options for assessing student mastery and individualizing instruction based on the needs of the student. Flexibility will alleviate some of the overwhelming tasks that staff now face in maintaining compliance for the rule as is. Time and resources spent by staff members and students fulfilling seat time requirements are better used in intervention and enrichment efforts. Students with legitimate scheduling conflicts, who could otherwise demonstrate mastery, would not be penalized or experience delays in advancement. The district team of representatives will determine appropriate methods for assessing or otherwise determining whether the content of a course has been mastered. Campus teams will review student attendance and grades to determine mastery.

Garland ISD will develop a team with representatives from the Student Services, MTSS, and Counseling departments, along with campus leadership to redefine attendance thresholds for credit loss and define ways for students that show mastery of the content to gain credit.

DEIC Vote Count

(% Yes from Membership) - **79%**

DOI Proposed Amendment: Addition #04



Transfer of Student {TEC §25.036, FDA(LLEGAL)}

Proposed Local Innovation/Flexibility:

Garland ISD seeks the flexibility to revoke a student's transfer status during the school year based on the student's failure to meet the expectations for behavior, attendance, and academic efforts. The Superintendent or designee may revoke a student's transfer status at any time during the school year for the following circumstances:

- Student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or
- Student attendance falls below the TEA truancy standard
- Academic efforts

Relief from the code governing this policy would allow Garland ISD to focus on educating resident students as well as transfer students who come to the district to receive quality instruction that meet the district's expectations for behavior, attendance, and academic efforts. Garland ISD will ensure ALL students graduate prepared for college, careers, and life.

DEIC Vote Count

(% Yes from Membership) - **81%**



DOI Proposed Amendment: Addition #05



Grade 7 Reading Instrument {TEC§28.006(c-1), EKC(LEGAL)}

Proposed Local Innovation/Flexibility:

Due to the impact of COVID, the Commissioner and TEA authorized the use of a *Grade 7 Reading Instruments Guidance and Instructions Waiver* during 2020-21, 2021-2022 and 2022-23, allowing districts to administer an alternate reading diagnostic instrument approved by the local board of trustees in order to best meet student needs. This ability to request use of an alternate diagnostic reading instrument for approval is permitted through GISD Board Policy EKC-LEGAL.

Garland ISD has invested money, time and training on the Measures of Academic Progress (MAP) assessment. The MAP assessment meets the four criteria identified in GISD Board Policy EKC-LEGAL for alternate grade 7 reading diagnostics: a) based on published scientific reading research; b) age and grade-level appropriate, valid and reliable; c) identify student skills in the area of word analysis, fluency and comprehension; and d) assist teacher with individualized instructional decision-making. Furthermore, we have determined that the data reporting and instructional impact of this assessment surpasses the capabilities of the assessment tools identified on the Commissioner's reading diagnostic list. Furthermore, utilization of the MAP assessment as the Grade 7 diagnostic reading assessment instrument provides a longitudinal view of student performance across time, as GISD has committed to MAP administration in grades K-8 since 2015.

DEIC Vote Count

(% Yes from Membership) - **81%**

DOI Proposed Amendment: Addition #06



Mentor Teachers {TEC §21.458, TAC §153.1011, DEAA(LLEGAL)}

Proposed Local Innovation/Flexibility:

Due to the severe teacher shortages, Garland ISD employs many new teachers each year. It is very important that mentors be effective classroom teachers who can support new teachers in their first years in the profession. Being exempt from this requirement would increase the pool of teachers from which the district could draw for our mentoring program. While the district will make every attempt to ensure that mentors assigned to the necessary teachers have the required three completed years of teaching experience, the district reserves the right and flexibility to designate exceptional teachers with less than three years of experience to serve as mentors for novice teachers.

Furthermore, an exemption from these requirements would allow for teachers with more than two years of experience to be assigned a mentor that excels in areas that are targeted for improvement or innovation, such as project-based learning, personalized learning or small group instruction.

In order to meet our significant need for mentor teachers, the district also seeks to develop our own robust mentoring program based on best practice that more appropriately meets the needs and interests of our students and staff.

DEIC Vote Count
(% Yes from Membership) - **77%**

DOI Proposed Amendment: Addition #10



NEW

Relief from Term of Depository Contract
{TEC §45.205, TEC §45.206, BDAE(LLEGAL)}

Proposed Local Innovation/Flexibility:

GISD is seeking an exemption from TEC 45.205 and 45.206 to allow the District's banking contract to be extended beyond the allowable contract term and to ensure that its resources are concentrated on student achievement and campus operations are not disrupted. At least once every two years, the District will evaluate the performance of the current depository bank. Should the district determine that the contracted services are provided effectively and the quality of service is acceptable, the district will seek to negotiate terms to extend the contract for one additional two-year period. If the District determines contract-pricing remains competitive and there is no operational or financial reason to send the District's banking services out for bid. This exemption lessens the administrative burden related to preparing and reviewing a Request for Proposal (RFP) when there is a limited number of banking institutions available to bid on the District's business.

The District will only go out for bid if it is determined that contract-pricing is not competitive and there is an operational or financial reason to send the District's banking services out for bid. The District will continue with two year contracts for our banking depository.

DEIC Vote Count
(% Yes from Membership) - **80%**



DOI Proposed Amendment: Addition #08



NEW

Teacher Planning Time {TEC §21.404, DL(LLEGAL)}

Proposed Local Innovation/Flexibility:

Under the current statute, teachers cannot voluntarily relinquish their planning period. Garland ISD seeks the ability to allow teachers to voluntarily relinquish their 45-minute planning period for teaching activities (examples include, but are not limited to, teaching an additional section/course or participating in student intervention activities) or non-teaching activities (attending an ARD or a PLC). Any teacher who voluntarily relinquishes planning time to engage in teaching or non-teaching activities should sign an acknowledgement or waiver that any reduction in the protected 450 minutes of planning and preparation time has been agreed upon by the teacher.

DEIC Vote Count

(% Yes from Membership) - **72%**



DOI Proposed Amendment: Addition #07



NEW

Probationary Contracts {TEC §21.102(b), DCA(LLEGAL), DFAB(LLEGAL)}

Proposed Local Innovation/Flexibility:

Due to the unique nature of GISD, including our initiatives and processes, this period of time may not be sufficient to evaluate the teacher's effectiveness in the classroom since teacher contract timelines demand that employment decisions must be made prior to the availability of end-of-year classroom and student data. Upon exemption from TEC §21.102(b), all new contract employees will be subject to the probationary period set out in TEC §21.102(c), in order to allow more time for the district to fairly and thoroughly assess an employee's performance.

DEIC Vote Count

(% Yes from Membership) - **76%**



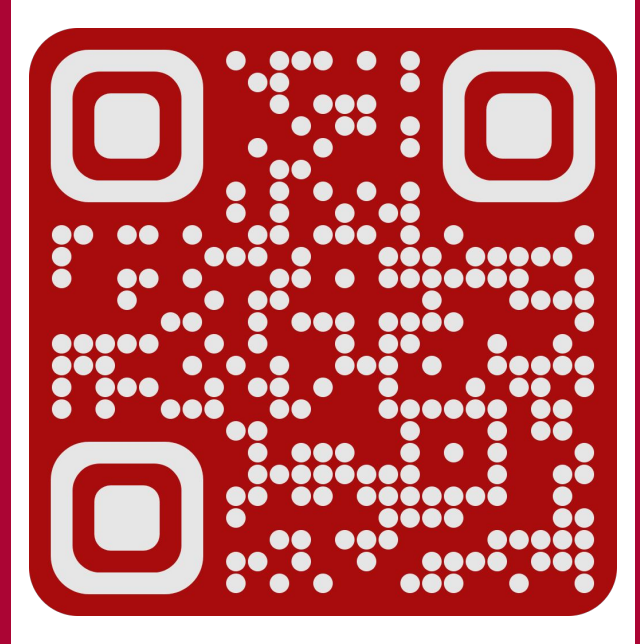
Public Comment

Please state your name and identify the recommended amendment related to your question/comment.

DEIC Member Comment

Please state your name, your role in the committee (Business/Community/Staff), Campus/Department, and identify the recommended amendment related to your question/comment.

DEIC Member Voting



Public and DEIC Comments

- Questions, comments, concerns?
- Meeting comments are being captured electronically via a Google survey - use the QR code to access feedback form
- Please be sure to identify your role on the survey - e.g., DEIC committee member, parent, community member, etc.



Motion to Adjourn Public Meeting

