

Longview ISD



District of Innovation Plan

District of Innovation Overview:

The District of Innovation concept, passed by the 84th Legislative Session in House Bill 1842, gives traditional independent school districts most of the flexibilities available to Texas' open enrollment charter schools.

Potential benefits of becoming a District of Innovation include:

Local control: Districts decide which flexibilities best suit their local needs.

Customization: Districts can create an innovation plan for a level of school (e.g., only high schools), grade level, or a single campus.

Autonomy: Districts must submit a District of Innovation plan to the commissioner of education, but approval is not required.

Flexibility: Districts will have the flexibility to implement practices similar to charter schools, including exemptions from mandates such as:

- School start date
- 90% attendance rule
- Class-size ratios
- Site-based decision-making processes
- Certain student discipline provisions
- Use of planning and preparation periods
- Teacher appraisal requirements

District of Innovation Committee Members

The background features a large, light green watermark of the Longview ISD logo. The logo is circular with the text 'EXCELLENCE IN LEARNING' at the top and 'FOR ALL' at the bottom. Inside the circle, it says 'RESPECT • PROFESSIONALISM • INTEGRITY'. A banner across the middle reads 'LONGVIEW ISD'. The center of the logo depicts a graduation cap and an open book.

Megan Burns	Magnet Specialist	Forest Park MS
Edgar Martinez-Echegaray	Teacher	Forest Park MS
Dr. Jennifer Bailey	Principal	Johnston-McQueen EL
Lallie Wingo	Teacher	Johnston-McQueen EL
Tracy Neill	Curriculum Support	Ware EL
Danny Stanley	Asst. Principal	Judson MS
Kenda Stuart	Teacher	Judson MS
Shameika Allen	Asst. Principal	Longview HS
Melanie Davis	Teacher	Longview HS
Dr. Jaqueline Burnett	Principal	ETMPA
Latonya Johnson	Asst. Principal	ETMPA
Phyllis Wilks	Teacher	ETMPA
Sue Wilson	Principal	Hudson PEP EL
Kimberly Storey	Teacher	Hudson PEP EL
Lynn Hall	Counselor	Ned Williams EL
Ryan Carroll	Principal	Foster MS
Cindy Johnson	Counselor	Foster MS
Cassandra James	Curriculum Support	South Ward EL
Tisa Smith	Teacher	South Ward EL
Dara Brazile	Curriculum Support	Bramlette EL

Yolanda Juarez	Teacher	Bramlette EL
Marisol Hilerio	Bilingual Teacher	JL Everhart EL
Renee Wilson	Teacher	LEGHS
Cheri Lee	Student Services	LEGHS
Horace Williams	Asst. Superintendent	ESC
Dr. Jody Clements	Asst. Superintendent	ESC
Joey Jones	CFO	ESC
Melanie Pondant	Curriculum Director	ESC
Loretta Thompson-Martin	Director of HR	ESC
Dr. James Coleman	Director of Grants	ESC
Donald Fisher	Coordinator of Grants	ESC
Adolphus Wright	Counselor	JDC/DADE
Ethel Johnson	Teacher	JDC/Dade
Tiara Roberson	Teacher	Ned Williams EL
Kiley Taylor	Teacher	Ware EL
G Black	Counselor	JL Everhart EL
Dr. Maureen Lewis	Director of Special Education	ESC
Lacey Bridwell	Parent	PEP/PFK/LHS
Mathew Prosser	Parent	PEP/Foster

District of Innovation Plan:

Longview ISD VISION: Our vision is to provide all students regardless of race, ethnicity or socio-economic status multiple pathways of educational opportunities that will lead to student success in college, the workforce or military service.

Longview ISD MISSION: Believing in excellence for all, the Longview Independent School District will guarantee the highest level of academic achievement and character development of each learner by providing challenging curriculum and exemplary instruction within a safe environment.

Board Goals Connected to DOI:

- **Goal 1:** Improve Recruitment and Retention of Quality Personnel
- **Goal 2:** Improve Communication and Delivery of Information to Parents and General Public.
- **Goal 3:** All Schools Will Meet State Accountability Standards.
- **Goal 4:** All Schools Will Perform At or Above State Level in Math, Reading/Writing, and Science.
- **Goal 5:** All students will be provided multiple pathways of educational opportunities that will lead to college, the workforce or military.

Statement of Beliefs

We believe that...

1. Every individual has intrinsic worth and is able to contribute to society.
2. Every student has a right to a high-quality, equitable education.
3. Every individual has the ability to learn and an innate desire to succeed.
4. A safe, healthy, and orderly environment is critical for learning.
5. A community holding high academic expectations will reap educational, economic, cultural, and societal benefits.

6. High morals, strong character, and personal integrity are essential for the betterment of society.
7. Honoring diversity and building on individual strengths contribute to growth.
8. School-Community partnerships are vital for success.
9. Change is essential for continuous improvement.
10. Every learner must be prepared to compete globally.
11. Education immeasurably enriches quality of life.
12. Learning is a life-long quest.

Process: On October 8, 2018 the Longview Independent School District Board of Trustees initiated the process by passing a resolution to adopt a District of Innovation in order to support the innovation of our new charter and magnet campuses and to improve student learning through greater opportunities of flexibility. On that same date, the board held a public hearing for public discussion of whether the district should develop a local plan for the designation of the district as a District of Innovation. With there being no objection during the hearing, the board of trustees charged the district administration to create a committee and formulate a district plan. The committee met initially on Thursday December 6, 2018 at 4:00 at the Longview ISD Educational Service Center and began the process of discussing the options and needs of the district. The committee brainstormed on a Google document from Monday, December 10th until Monday, December 17th. The information collected was used to formulate a plan. The plan was written and distributed to all members the week of January 7-11 for review and comment. An online vote was taken for the approval of the plan on Friday January 11th. The plan was approved by the committee. Following the vote the plan was posted on the website for 30 days beginning January 11, 2019, for comments and until the February 11th Board of Trustees meeting. The commissioner was informed on January 11, 2019 of the intent of Longview ISD to approve a plan in February. The final plan will be presented to the board at the February regular meeting for final approval. The committee represent various stakeholders across the district including teachers, campus administrators, campus representatives, parents, para-professionals, and district administration. The plan that was implemented supported the educational goals of the Longview ISD Board of Trustees. The district will notify Commissioner Morath following the February board meeting with its intent to file a plan with the TEA.

Longview Independent School District

DISTRICT OF INNOVATION

A District of Innovation is a concept passed by the 84th Legislative Session in House Bill 1842 that allows school districts greater local control and flexibility regarding certain state-level regulations in an effort to utilize the designation to better serve students.

The proposed plan, once adopted, will remain in effect for the next five years (2019-2024). The plan may be amended at any time by the District of Innovation Committee with the approval of the school board.

STATUTES UNDER CONSIDERATION AT THIS TIME INCLUDE:

Probationary Contracts

DCA(LEGAL) (Ed. Code 21.102)

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

Proposed: Relief from Texas Education Code 21.102 will permit the District the option to issue a probationary contract for a period of up to two years for experienced teachers, counselors or nurses newly hired in Longview ISD, which will allow us to better evaluate a teacher's effectiveness.

K-4 Class Size

EEB(LEGAL) (Ed. Code 25.112) (Ed. Code 25.113)

Current Statute: Kindergarten – 4th grade classes are to be kept at a 22 student to 1 teacher ratio according to state law. When a class exceeds this limit, the district must complete a waiver with the Texas Education Agency. These waivers are never rejected by TEA. This is a bureaucratic step that serves no purpose. Along with this waiver, it is required that a letter is sent home to each parent in the section that exceeds the 22:1 ratio, informing them the waiver has been submitted. Many times soon after the waiver is submitted, students move out of the district and we are below the 22:1 ratio.

Proposed: While we certainly believe that small class size plays a positive role in the classroom, we do not believe it has a negative effect when you only add one or two more students. Many times it is not the number of students, but the makeup and chemistry of the classroom which influence the learning environment.

a. LISD will continue to follow current practices keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees.

b. In the event a K-4th core classroom reaches 25:1, the campus will notify the parents of the students in the classroom and inform them of the situation.

c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio.

d. This gives LISD the flexibility without having the bureaucracy of waivers within the Texas Education Agency.

Teacher Certification

DK(LEGAL), DK(LOCAL), DK(EXHIBIT), (Ed Code 21.003), (Ed Code 21.0031), (Ed Code 21.051), (Ed Code 21.053), (Ed Code 21.057)

Current Statute:

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: In order to best serve LISD students, decisions on certification will be handled locally.

With the current teacher shortage, this exemption from teacher certification requirements will enable greater flexibility in staffing and will enrich applicant pools in specific areas of need. Exemption from TEC 21.003, 21.0031, 21.051, 21.053 and 21.057 will provide much needed flexibility to hire the most qualified candidate for teaching positions. With an increasing number of innovative courses created after implementation of HB5, finding exceptionally qualified applicants in specific fields who are also certified teachers is increasingly more difficult. This flexibility will allow the District to hire individuals who best meet the needs of the students and provide the content knowledge our students need to enter an increasingly innovative world. Additionally, the district would not be required to notify parents for teachers who are obtaining their certification under the extended

timeline proposed by this flexibility. The district will continue to work with the teacher preparation programs in preparing candidates and ensure the candidates are assisted in obtaining the appropriate certifications. Although it is the District's intent to limit the use of this exemption, the current statute inhibits the District's ability to recruit and employ highly qualified professionals. The District is seeking flexibility in three areas:

A. Math, Science, Social Studies, English, and Foreign Language certifications at the secondary level.

B. Career and Technical - Qualified professionals with industry and field experience to successfully teach Career and Technical Education (CTE) courses.

C. Dual Credit Teacher Certifications - Credentialed community college instructors or university professors, in specific content areas, may be employed to teach courses in order to afford more students the opportunity to take dual credit courses if certified teachers are not available.

Local Guidelines:

a) The campus principal may submit a request to the Superintendent to allow a certified teacher to teach a subject and/or grade level out of his/her certification area. The principal must specify the reason for the request and document what credentials the certified teacher possesses qualifying this individual to teach the subject and to initiate the request. The superintendent will approve or deny requests for local certification.

b) An individual with experience in a Career and Technology field may be eligible to teach a vocational skill or course. An individual may hold a teaching certification in another state for core areas or Career and Technology. An individual may have background, experience, skills or work related/industry experience to work full time or part time in a designated area. The principal will submit a request to the superintendent for local certification. The principal must specify the reason for the request and document what credentials the individual possesses qualifying this individual to teach the subject. The superintendent will approve or deny requests for local certification.

c) The principal may submit a request to the Superintendent to allow a credentialed community college instructor or university professor to teach courses in order to afford more students the opportunity to take dual credit courses if certified teachers are not available. The superintendent will approve or deny requests for local certification.

d) The Superintendent, after consultation with campus leadership and the Human Resources leadership, will certify candidates that meet local credential guidelines. The

Superintendent will notify the Board prior to the individual beginning employment. Exemption from the Texas Education Code §21.003 will require the District to review its policies at DBA (LEGAL) and (LOCAL) as well as the policies at DK (LEGAL) and (LOCAL). The superintendent will approve or deny requests for local certification.

25.0811 Uniform School Start Date

EB(LEGAL) Ed Code (25.0811)

Current Statute:

Students may not begin school before the 4th Monday of August. In the past, districts could apply for a waiver to start the school calendar earlier to meet the needs of the local community. This waiver opportunity was met with resistance from the Texas tourism groups who lobbied to have the practice ended, because they believed it was detrimental to the Texas 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.

Proposed:

The flexibility of start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and local community. Flexibility to start earlier in August would help our district plan for balanced instructional time in the semesters that would support semester course curriculum. This flexibility will be implemented beginning with the 2019-2020 academic year.

Required Professional Development

§21.451 Education Code

Current Statute:

a) The staff development provided by a school district to an educator other than a principal must be:

- (1) conducted in accordance with standards developed by the district; and
- (2) designed to improve education in the district.

Longview ISD faculty are well trained to identify social indicators such as sexual harassment, bullying, and suicide. In addition, the faculty/staff clearly understand the requirements of FERPA. Mandating training in these areas annually only serves to add redundancy to back to school work that can be better utilized in preparing for the students to return.

Proposed:

Each year more mandatory trainings are put into place without the addition of hours or funding to implement them. Longview ISD agrees with the importance of each of these areas of training such as sexual harassment, bullying, suicide prevention, FERPA, etc.). However, the District needs the flexibility to allow our faculty and staff to implement the knowledge they have been given through these repeated trainings. This will also allow more time for implementation of the trainings on each campus and allow time for assessing the effectiveness of local plans or preventive programs. It is with that understanding that we seek exemption from annual compliance retraining in the areas listed below. Instead, these trainings will occur during new teacher orientation for new staff to the district as well as a refresher occurring in a preset three-year cycle for all staff, as determined by the district. Future mandatory trainings that are assigned will be handled in a similar fashion.

a) The District will set up and maintain a database for all employees. Employees will participate in formal training every three years in the following areas as mandated by law:

1. Sexual harassment
2. Bullying prevention for teachers, administrators, and staff
3. Child abuse, sexual abuse, and other maltreatment of children
4. FERPA (student privacy)
5. Suicide prevention
6. Anaphylaxis and Auto-Injectors
7. Blood Borne Pathogens
8. Diabetes Overview
9. Illegal Steroid Use
10. Concussions - except for teachers, administrators and staff who are required to have annual training per UIL rules

b) All teachers, faculty, and staff new to the district will complete the compliance training during the first year of employment in the district.

c) District and campus administrators may assign compliance training to an employee or group of employees as needed during the three year cycle.

Board Policy - DMA (Legal)

Teacher Planning and Preparation

§21.404 Education Code

Current Statute

TEC 21.404 states each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluating students' work, and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period a classroom teacher may not be required to participate in any other activity.

Proposed

By exempting the District from this law, the District will have flexibility for special events/days on campus (state testing, field trips, Staff Development etc.), will have flexibility for more collaboration during the school day, and will allow for administrative flexibility based on student needs by campus. The number of minutes that a teacher receives for planning and preparation over a two-week period (450 minutes) must not be reduced but flexibility to provide less than 45 minutes per day, due to special events or scheduling, may be implemented. Any schedule designed with less than 45 minutes per day for teachers must be approved by the Superintendent or his/her designee prior to implementation.

Board Policy - DL (Legal) Summary of the District

