

Agenda of Regular Meeting

The Board of Trustees Santa Gertrudis ISD

A Regular meeting of the Board of Trustees of Santa Gertrudis ISD will be held September 27, 2023, beginning at 6:30 PM in the SGISD Central Office
Hwy 141-King Ranch
Kingsville, Texas 78363.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. First Order of Business
 - A. Establish a Quorum
 - B. Moment of Silence
 - C. Pledge of Allegiance
2. Comments from Public in Open Forum
3. Announcements/Communications/Presentations
 - A. Student and Staff of the Month Recognitions
 - B. I.T. Staff Recognitions
 - C. Custodial Staff Recognitions
 - D. Classroom Showcase
 - E. Principal Reports
 - F. Athletic Director Report
 - G. Band Reports
 - H. Superintendent Update
4. Discuss and Approve 2023-2024 Board Meeting Dates
5. Discuss and take possible action on Adjunct Faculty Agreements and Resolutions
 - A. Brooks County Extension Service
 - B. Kleberg County Extension Service
6. Discuss Status Update on the Chiller
7. Discuss and Take Possible Action on Resolution for Nomination(s) for Kleberg County Appraisal Board
8. Consent Agenda Items
 - A. Minutes of Regular Board Meeting August 27 , 2023 3
 - B. Finance Reports
9. Discuss and Take Possible Action on Amended District of Innovation 7

10. CLOSED SESSION

A. Pursuant to Tex. Govt. Code 551.074, consider and discuss recommendations from Superintendent to hire Certified Teachers and Staff

11. OPEN SESSION

12. Adjournment

Minutes of Regular Meeting

The Board of Trustees Santa Gertrudis ISD

A Regular meeting of the Board of Trustees of Santa Gertrudis ISD was held August 30, 2023 beginning at 6:00 PM in the SGISD Central Office, Hwy 141-King Ranch, Kingsville, Texas 78363

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call Public Hearing to Order
Meeting was called to order at 6:00pm
 - A. Establish a Quorum
Members Present: Carmen Falcon, Jennifer Cash, LeeRoy Montalvo, April Grigg, Oscar Cortez, Francis Regalado
Members Absent: Flo Falcon
 - B. Moment of Silence
 - C. Pledge of Allegiance
Moment of Silence followed by Pledges to the Flags
2. Public Hearing on Proposed Tax Rate for 2023-2024
Amanda Ramirez
3. Proposed Budget for 2023-2024
Amanda Ramirez
4. Comments from Public in Open Forum
No One Spoke
5. Announcements/Communications/Presentations
 - A. Principal Reports and Student Recognitions
Mr. Odom
Mrs. Del Angel
 - B. Athletic Director Report
Mr. Lozano
 - C. Band Reports
Mr. Mendez
 - D. Superintendent Update
Dr. Alfaro for Superintendent

6. Discuss and Approve List of Courses for No Pass No Play Exemptions

A motion was made by Jennifer Cash to approve the List of Courses for No Pass No Play Exemptions. The motion was given a second by Carmen Falcon. The motion passes with 6 in favor and none opposed

7. Discuss and take possible action on Adjunct Faculty Agreements and Resolutions

- A. Nueces County Extension Service
- B. Jim Wells County Extension Service

A motion was made by LeeRoy Montalvo to approve Adjunct Faculty Agreements and Resolutions. The motion was given a second by April Grigg. The motion passes with 6 in favor and none opposed

8. Discuss and take possible action to consider the Superintendent's recommendation regarding designation of ten nonbusiness PIA days for consideration of Public Information Act requests for calendar years 2023 & 2024

A motion was made by LeeRoy Montalvo to approve the Superintendent's recommendation regarding designation of ten nonbusiness PIA days for consideration of Public Information Act requests for calendar years 2023 & 2024 (dates in 2023: Sept 4, November 22,23,24, and December 22,25,26,27,28,29 and dates in 2024 Jan 1, Mar 29, May 27, July 4, Nov 27,28,29, Dec 24,25,26 and for years going forward until further action by the Board) The motion was given a second by Oscar Cortez. The motion passes with 6 in favor and none opposed

9. Discuss Preliminary Financial Integrity Ratings System of Texas Report (FIRST) –

Amanda Ramirez – No Action Needed

10. Take action on setting date of November 15, 2023, for Public Hearing First Ratings Final Report - Amanda Ramirez

A motion was made by Carmen Falcon to approve setting the date of Nov 15, 2023 for Public Hearing First Ratings Final Report. The motion was given a second by LeeRoy Montalvo. The motion passes with 6 in favor and none opposed

11. Consent Agenda Items – Amanda Ramirez
 - A. Finance Reports
 - B. Minutes from Regular Board Meeting July 26, 2023
 - C. Minutes from Special Board Meeting August 10, 2023
 - D. Kleberg County Appraisal District Proposed 2023 Budget
 - E. Estimated Certified Values for 2023 as submitted from Kleberg County Appraisal District

A motion was made by April Grigg to approve action on the Consent Agenda Items A-E. The motion was given a second by Oscar Cortez. The motion passes with 6 in favor and none opposed

12. Discuss and take possible action on Budget Amendments. – Amanda Ramirez

A motion was made by LeeRoy Montalvo to approve action on the Budget Amendments. The motion was given a second by Carmen Falcon. The motion passes with 6 in favor and none opposed

13. Discuss and take possible action on Blanket Year End 2022-2023 Budget Amendments - Amanda Ramirez

A motion was made by LeeRoy Montalvo to approve Blanket Year End 2022-2023 Budget Amendments The motion was given a second by Jennifer Cash. The motion passes with 6 in favor and none opposed

14. Adopt the District's Final Budget 2023-2024 - Amanda Ramirez

A motion was made by Carmen Falcon to approve the District's Final Budget 2023-2024. The motion was given a second by Oscar Cortez. The motion passes with 6 in favor and none opposed

15. Adopt 2023-2024 Tax Rate - Amanda Ramirez

This year’s proposed tax rate does not exceed the no-new revenue tax rate. A motion to adopt an ordinance, resolution, or order setting the tax rate does not require the language about “tax increase” as stated in 26.05(b) of Property Tax Code.

A motion was made by April Grigg to approve Adopt 2023-2024 Tax Rate The motion was given a second by LeeRoy Motalvo. The motion passes with 6 in favor and none opposed

16. Discuss and take possible action on the purchase of Security Equipment. - Amanda Ramirez

A motion was made by Jennifer Cash to approve action on the purchase of Safety Equipment. The motion was given a second by April Grigg. The motion passes with 6 in favor and none opposed

17. Adjournment

The Meeting was adjourned at 7:08 PM.

Flo Falcon – Board President

Francis Regalado – Board Vice President

Local Innovation Plan
Santa Gertrudis Independent School
District
District of Innovation 2022-2027



Originally Approved March 29, 2017 by the SGISD Board of Trustees
Amended July 17, 2019 by the SGISD Board of Trustees
Amended February 25, 2020 by the SGISD Board of Trustees
Board Approved for Renewal January 19, 2022
Amended February 8, 2023
Board Approved April 26, 2023 by the SGISD Board of Trustees

Amended August 3, 2023



Santa Gertrudis Independent School District Local Innovation Plan

I. Introduction

The 84th Legislative Session passed House Bill 1842, allowing Texas public school districts to become Districts of Innovation and thus permitting exemption from certain provisions of the Texas Education Code. Santa Gertrudis ISD seeks to become a District of Innovation, in an effort to transform systemic improvement to better serve and accommodate the diverse and unique needs of small rural-connected stakeholders, including students, staff, parents and community members. The distinction allows the District increased local control over District operations to improve the quality of services benefiting all stakeholders.

A petition to pursue the development of a local innovation plan was initiated by the Superintendent Teacher Round Table for District Improvement (SRTDI) on November 15, 2017. On February 7, 2017, Dr. Seymour held a District meeting to share information regarding the District of Innovation process and the District's intention to seek permission from the Santa Gertrudis ISD Board of Trustees to pursue designation as a District of Innovation. The petition initiated by SRTDI was presented to the Santa Gertrudis ISD Board of Trustees with an 100% in-favor response on February 15, 2017. In turn, a resolution to initiate the process of Santa Gertrudis ISD becoming a District of Innovation was adopted by the Board of Trustees on February 15, 2017.

On February 15, 2017, the Santa Gertrudis ISD Board of Trustees appointed the Superintendent Round Table for District Improvement amended to include additional stakeholders to serve as the District Innovation Plan Committee. The team was assigned the role of developing a cohesive local innovative plan to improve the outcomes of all stakeholders. The District Innovation Plan Committee held a planning session on February 28, 2017, to discuss and develop the draft local innovation plan. The District Innovation Plan Committee considered multiple data points in an effort to construct a local innovation plan to bring about systemic change in Santa Gertrudis ISD.

On March 25, 2017, a public hearing was held to discuss the Local Innovation Plan to include reviewing public comments received from the required 30 day posting, recommendations from our attorney, and recommendations received from the accreditation department of the Texas Education Agency. Based on the feedback that was received, no major changes were necessary although clarifications based on feedback were made. The District Innovation Plan Committee reached a consensus and 100% of the members in attendance voted to forward the plan to the Santa Gertrudis ISD Board of Trustees for approval consideration.

On March 29, 2017, the Santa Gertrudis ISD Board of Trustees voted to approve the Santa Gertrudis ISD District of Innovation Plan with ⁸100% in favor of the plan.



On June 30, 2019 the District Advisory Committee voted by a majority vote to amend the plan.

On July 17, 2019, the SGISD Board of Trustees approved the amendments to the plan by a two-thirds majority plan. The Santa Gertrudis ISD Local Innovation Plan is for five years from the date of Board of Trustee approval (March 29, 2017), beginning in the 2017-2018 school year and ending in the 2021- 2022 school year. The local innovation plan may be terminated or amended earlier by the Board of Trustees at any time in accordance with the law. With the exception of the laws applying to the school calendar, each law proposed for exemption shall continue to apply until local policies are adopted that implement the local innovation plan. The District Innovation Plan Committee will monitor the effectiveness of the local innovation plan and provide updates and/or necessary modifications to the Board of Trustees on a regular basis.

II. Timeline

Timeline	Activity / Task	Due Date
November	Superintendent Teacher Round Table for District Improvement (STRTDI) discusses rules and process for becoming an Innovation District.	November 15, 2017
February	Superintendent Teacher Round Table for District Improvement (STRTDI) members sign and indicate level of support towards submitting a petition to the Board of Trustees to pursue designation as a District of Innovation.	November 15, 2017
	Board Meeting- Board votes to adopt Resolution to initiate consideration for being designated as an Innovation District.	February 15, 2017
	Board Meeting – Board holds public meeting.	February 15, 2017
	Board Meeting – Board votes to appoint the District Innovation Plan Committee, the current Santa Gertrudis District Education Improvement Council, to develop a draft local innovation plan.	February 15, 2017
	Board Meeting – The Board delegates authority to the Superintendent to notify the Commissioner of Education of its intention to vote on adopting the final local innovation plan	February 15, 2017
	The District Innovation Plan Committee convenes a planning session to review data, determine focus areas, ⁹ and develop a proposed local innovation plan.	February 28, 2017



March	District Innovation Plan Committee hosts public meeting to consider final version of the proposed Santa Gertrudis ISD District Innovation Plan.	March 25, 2017
	District presents the proposed District Innovation Plan to Board of Trustees for approval with a unanimous vote.	March 29, 2017
March	Post proposed District Innovation Plan on District website.	March 30, 2017
May	District sends approved plan and Figure 19 TAC 102.1307(d) to the Commissioner of Education.	May 2, 2017
June	District of Innovation Committee meets to review community and staff input on 3 year probationary contracts for all contracted staff excluding the Superintendent	June 5, 2019
June	Posted on Website required 30 days for community and staff input on 3 year probationary contracts for all contracted staff excluding the Superintendent	June 5, 2019
July	Board approves amended DOI to include 3 year probationary contracts for all employees	July 19, 2019
December	District of Innovation Committee to review 2017-2022 Plan and status of third party employee insurance coverage	December 4, 2019
January	Posted on Website required 30 days for community input	January 17, 2020
February	Board approves amended DOI to include Health Insurance update	February 25, 2020
September	District of Innovation Committee to review 2017-2022 Plan	September 29, 2021
November	District of Innovation Committee to revisit updates to plan	November 8, 2021
November	Final version posted on district website for review	November 29, 2021



November	Board notified Commissioner of Education of the board's intent to vote on adoption/renewal of the proposed plan	November 29, 2021
January	Board adopts the proposed plan	January 19, 2022
February	District of Innovation Committee to revisit updates to plan	February 8, 2023
February	Final version posted on district website for review	February 20, 2023
April	Board Approved	April 26, 2023
August	District of Innovation Committee revisit updates to plan	August 3, 2023
August	Final version posted on website for review	August 11, 2023



III. District Innovation Planning Committee

- a. Dr. Veronica Alfaro, Superintendent
- b. Nicole Rodriguez, Director of Special Programs & Compliance
- c. Marcy Cavazos, Teacher
- d. Rebecca West, Teacher
- e. Susan Rutherford, Grants and Federal Programs
- f. Julie De La Rosa, Staff
- g. Leonor De Los Santos, Staff
- h. Kristie Kelley, Counselor
- i. Lori Cantu, Counselor
- j. Fatima Garcia, Data Fellow/Curriculum Director
- k. Charles Odom, Principal
- l. Misty Del Angel. Principal
- m. Jesus Gonzalez, Assistant Principal
- n. Casey Murphy, Parent
- o. Belinda Purdy, Parent
- p. Linda Soliz, Parent
- q. Krystal Emery, Parent
- r. Sally Macias, Military Liaison/Parent
- s. Dr. Robert Vela, Texas A&M University President

IV. Comprehensive Educational Program

The Local Innovation Plan's comprehensive education program is guided by and aligned to Santa Gertrudis ISD's vision, mission, beliefs, and strategic goals.

- a. **District Vision:** We strive to unleash our lion potential: Leading the way in educational innovation.
- b. **District Mission:** The mission of Santa Gertrudis Independent School District is to engage in unique educational experiences and opportunities for students' success.



V. **District Philosophy:**

a. **All students have the ability to achieve academic success**

Core to our mission, we hold the unequivocal belief that all children, regardless of race, socioeconomic status, or incoming academic placement can achieve at high levels when provided with the appropriate structures and supports. It is the fundamental right of all children in this country to receive a high-quality, free, public education.

b. **Quality teachers, with a focus on data and reflection, drive exceptional results.**

We must invest in exceptional teachers to achieve exceptional results. Though our mission, curriculum and school culture are the foundation from which our students will excel, we must recruit, support, and retain the nation's highest quality teachers. We firmly believe that this investment is critical to the success of our students.

c. **A culture of respect and discipline is core to student success.**

A highly disciplined school environment allows students to learn and teachers to teach. It is our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. School staff explicitly teach values like respect, integrity, and hard work. Through clear rules and constant positive reinforcement, all Santa Gertrudis students learn to take responsibility for themselves, their school, and their community.

d. **District Motto:** "Hard work and focused dedication"

VI. **Strategic Goals:**

- We will create a transparent environment in which the teacher is an active facilitator and the 21st-century framework is paramount.
- We will incorporate a variety of individual performance tasks in our assessments.
- We will measure accountability through continuous growth and mastery of goals for individual students and student groups.
- We will only foster a climate that adds value.
- We will provide a clear and attainable framework of learning that is engaging, flexible, and relevant that utilizes a full range of student capabilities.
- We will grow interconnected partnerships within the extended communities.
- We will capitalize on the innate digital abilities of our students.



a. Focus on High School, College and Career

We believe that high school, college and career preparation starts immediately upon enrollment. Every student in SGISD will understand that their hard work and focused dedication will prepare them to attend, succeed in and graduate from high school and college. College and career is infused in every facet of the school: from classrooms named after staff alma maters to college field lessons.

b. Intense Focus on Literacy, Technology and Math

Studies show that success in literacy, technology and math in school are the strongest predictors of success in college. SGISD students spend extensive time in all three core areas – EVERY DAY!

c. Tutoring for All Students

The academic expectations are rigorous at SGISD. Many students may enter performing behind grade level, and even those students who start on grade level are likely to struggle somewhere along their path to college. As a result, SGISD provides small group and/or individual tutoring for struggling students. All students participating in extra-curricular activities must attend tutorials before attending practice, if needed. Much of this tutoring time is built into the academic school day through pullouts. Additional tutoring for struggling students will be available before/after school and, if necessary, during Saturday School.

d. High Behavioral Expectations

We firmly believe that learning cannot occur in chaos. All students at SGISD are held to high behavioral expectations. A detailed Code of Conduct, with a reward and punishment system, is adhered to in all classrooms. The highest performing schools in the country continue to prove that students learn best in a structured and consistent environment. We also believe good behavior should be explicitly taught and rewarded. Staff should go out of the way to recognize students who exhibit positive and scholarly behavior.

e. Frequent Communication with Parents

At SGISD, we believe parents are critical partners in their student's education. Parents/guardians receive progress reports every 3 weeks detailing student behavior and academics. Staff contact families, at minimum, once quarterly to discuss how their students are progressing. Additionally, it is our policy to respond to all non-emergency phone calls and emails within 24 hours of receipt.



VII. Santa Gertrudis ISD District of Innovation District-Wide Focus Areas

Santa Gertrudis Independent School District aims to ensure a minimum of one year of academic progress in all core subject areas and full engagement in advanced, innovative, and Science, Technology, Engineering, Arts and Mathematics (STEAM) courses to include career and technical education to maximize opportunities for college and career choice. Small Rural and military-connected students continue to face challenges related to course offerings and their ability to fully engage due to course timelines, social- emotional challenges related to transitions, and limited course availability related to district size and location. Our goal is to alleviate these obstacles through innovative approaches.

The District Innovation Plan Committee chose to focus our plan on innovative systemic changes that will yield results for all stakeholders: Students, staff, parents, and community members. District of Innovation focus areas include, but are not limited to:

- System-wide practices to support social-emotional growth in small rural-and military-connected students.
 - i. Multi-tiered systems of support to include access to relevant counseling services to include school counselors, Rural and Military Support Transition Consultants, and behavior consultants.
 - ii. Increased opportunities to engage socially and professionally with community agencies.
 - iii. Increased opportunities to grow through ongoing engagement in volunteer opportunities.

- System-wide practices to support access to advanced and aligned curriculum for Small Rural and military-connected students.
 - i. Data-driven decision-making procedures.
 - ii. Differentiated instruction.
 - iii. High-yield instructional strategies.
 - iv. Participation in enrichment classes.
 - v. Professional Learning Communities.
 - vi. Vertically and horizontally aligned curriculum.



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- System-wide practices to support access to 21st – Century career offerings through participation in industry-applicable career and technology education.
 - i. Opportunities to receive course credit through participation in career based engagement.
 - ii. Increased opportunities for industry-based certifications through career and technology education.

VIII. Exemptions Requested in the Texas Education Code to Benefit Identified Focus Areas

a. § 25.0811 (EB LEGAL) First Day of Instruction- States that a School District may not begin student instruction before the 4th Monday of August.

i. Innovation Strategy

1. Flexible Calendar – Santa Gertrudis ISD will begin instruction no earlier than the time specified for the grandfathered year round schools in an effort to create greater flexibility in the school calendar. Although small rural-and military related transitions are somewhat unpredictable, there is a pattern of transitions that occur in alignment with winter break. Due to this pattern of transitions, it has been our practice, based on community input, to complete first-semester course offerings prior to the beginning of winter break. This practice allows military-connected and small rural students a concurrent transition. This practice also supports Santa Gertrudis ISD’s ability to reduce stressors related to grades and course completion, a strong contribution to positive social–emotional growth.
2. Balanced Semesters – In an effort to support student ability to complete course work prior to transitions that occur in conjunction with winter break, the fall semester has significantly fewer days than the spring semester. Flexible start dates allow the District to ensure that fall semester courses have the same opportunity to provide curricular depth and complexity as provided in the spring semester.
3. Participation in College Courses – By having flexibility in the start and end of the school year, students will be able to enroll in college courses that may start in early June, thereby increasing college and career readiness. There is also a greater opportunity for students to take dual credit courses that match a college academic calendar: which, includes the period of intersession.



ii. Local Guidelines:

1. The District Calendar Committee will receive staff and community input to build the school calendar.
2. The draft calendar will be posted for additional feedback.
3. The District Calendar Committee will consider feedback and recommend a school calendar for Board approval.
4. The recommended school calendar is subject to Board approval.

- c. § 25.112 **Class Size and Student Teacher Ratios (EEB LEGAL) (TEC 25.111, 112, & 113)** – 25.111 requires each school district to employ the number of teachers necessary to maintain an average ratio of not less than one teacher for each group of 20 students. 25.112- requires districts to maintain a class size of twenty– two students or less for kindergarten – fourth-grade classes. When any class exceeds this limit, the District must complete and file a waiver with the Texas Education Agency. 25.113 requires 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.

i. Innovation Strategy

1. **Flexible Class Sizes** – Student mobility and the high number of transfer students presents a significant challenge to Santa Gertrudis ISD’s ability to meet class size requirements. Waivers to required class size limitations are often submitted when highly-effective, experienced, and culturally adept teachers are not available for employment during irregular times of need.
2. **Flexible Instructional Arrangements** – To promote equitable opportunities for student growth, class ratios will be conducive to providing the instructional support that all learners require.

For example:

- a. Struggling learners may require smaller instructional ratios.
- b. Academically advanced students may have appropriate and innovative learning opportunities which include collaborative and independent activities in ratios exceeding 22:1.
- c. Students moving into the district during certain seasons, due to employment opportunities for their parents may also create a ratio that exceeds the recommendation by the state.

ii. Local Guidelines

1. Santa Gertrudis ISD will attempt to keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size / student to teacher ratios exceed this ratio, the following will occur:



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- a. The Campus Principal will notify the Superintendent of the current ratios with a recommendation based on the best interest of the students.
 - b. The Superintendent will notify the Board of current ratios.
 - c. Core classroom ratios should not exceed 24:1.
 - d. In the event a K-4th core classroom exceeds a 22:1 ratio, the campus will notify the parents of the students in the classroom and inform them of the situation.
 - e. **§ 21.102 b(DCA LEGAL), Chapter 21 Employment Contracts (Probationary Contracts)** - Currently, experienced teachers and other certified personnel new to the District have a probationary period that may not exceed one year if the person has been employed as a teacher in public education for at least five of the previous eight years.

i. Innovation Strategy

1. **Probationary Contracts** – For experienced teachers and other certified personnel new to Santa Gertrudis ISD who have been employed in public education for at least five of the eight previous years, a probationary contract may be issued for up to three years from the date of hire. Partial years would not count toward the full year requirement.

ii. Local Guidelines

1. Campus Principals will inform the individual certified personnel of performance standards that warrant improvement as determined by the evaluation tool and other performance-based documents.

2. During the first year of employment, Campus Principals will make a recommendation to the Superintendent to non-renew, continue employment on a probationary contract for a second year, or offer a term contract.

3. The Superintendent will determine if the decision is in the best interest of the District and make a recommendation to the Board.

4. The Board may terminate a probationary contract or extend the probationary contract to a second or third year and shall give notice to the employee no later than the tenth day before the last day of instruction required in the contract.

- f. **§ 21.003 Teacher Certification / Local Teaching Permit-** Currently, Districts must hire certified teachers and if a qualified certified teacher cannot be located, the District must submit a request to the Texas Education Agency or hire the teacher through a School District teaching permit.



i. Innovation Strategy

Texas Education Code [§21.003](#), [§21.053](#), limit the District’s ability to hire instructors for hard-to-fill and high-demand courses when high quality, State Board of Educator Certification (SBEC) certified teachers are not available. This exemption will be limited to the following:

Exemptions

Texas Education Code [§21.003](#), [§21.053](#) and [§21.044](#) limit the District’s ability to hire instructors for hard-to-fill and high-demand courses when high quality, State Board of Educator Certification (SBEC) certified teachers are not available. This exemption will be limited to the following:

- **Non-Certified Experienced Professionals**
 - 9th to 12th grade Career and Technical Education (CTE)
 - World Languages
 - Visual & Performing Arts
- **Out of State Standard Certified Professionals**
- **EC-6 Core-Subjects**
- **Secondary ELAR, Mathematics, Science, and Social Studies**

Benefits of Exemptions

The District seeks flexibility to recruit, select, and place instructors who do not hold teaching credentials required by these statutes when high quality, certified teachers are not available in hard-to-fill and high-demand positions. In addition, teachers who hold teaching credentials from another state could be considered for positions (with the exception of Bilingual/English as a Second Language (ESL) and Special Education) upon a local review of experience, education, and credentials. Local decisions outside of state certification requirements would allow the District to provide flexibility in scheduling to better meet student needs.

Flexibility on teacher certification in these areas may also result in the following advantages:

- Ability to hire credentialed postsecondary instructors to teach dual-credit courses to students in grades 9 through 12;
- Ability to hire instructors with industry experience that align to career and technical pathways offered to District students in grades 9 through 12;
- Opportunity to increase the number of career and technical and dual-credit course offerings to students in grades 9 through 12;

- Ability to hire individuals who are highly proficient in world languages and staff hard-



to-fill Languages Other Than English (LOTE) positions;

- Ability to hire instructors with industry experience in specific advanced, highly specialized visual and performing arts courses; and
- Ability to hire Out-of-State Certified⁵ instructors who hold an active standard teaching certification from another state in the same content area of the teaching position.
- Ability to hire Core-Subject EC-6 instructors who are degreed and meet district DOI permit criteria for eligibility
- Ability to hire Secondary Mathematics, Science, Social Studies, and English Language Arts (7-12) instructors who are degreed and meet district DOI permit criteria for eligibility

Implementation Guidance

When developing parameters for hiring instructors in the areas of career and technical education, dual-credit, world languages, and visual and performing arts coursework who do not have the requisite certificate or permit and out-of-state certified teachers in all content areas, the District shall ensure the following:

- The District must first consider high quality, certified teachers.
- The District must establish criteria for selection of high quality, non-certified candidates.
- The District must implement a rigorous on-boarding and training program for newly-hired, non-certified instructors. The program must emphasize support in classroom management and effective instructional practice.
- The District must establish metrics to assess the effectiveness and efficacy of non-certified instructors hired under the Local Innovation Plan.
- The District must establish metrics to assess the effectiveness and efficacy of out-of-state certified⁵ instructors hired under the Local Innovation Plan.



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- g. **§ 37.0012 (FO Legal and Local) Student Discipline Provisions** – 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.

i. Innovation Strategy

1. **Administrator Responsibility** – This exemption would allow Santa Gertrudis ISD to abstain from the state requirement that each school have a designated campus behavior coordinator. Campus Principals and Assistant Principals already serve in this capacity and a requirement to designate someone for this position is not necessary.

ii. Local Guidelines

1. The District will continue its current practice of parent notification to include prompt notification from teachers and staff. An administrator will provide appropriate follow up regarding all matters of discipline.

- h. **§ 25.092 (FEC Local) Minimum Attendance for Class Credit or Final Grade** – requires the District to issue class credit or a final grade for a class based on “seat time” rather than based on content mastery. The requested exemption from § 25.092 does not in any way impact or change existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Moreover, opting out of § 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 § 28.0214, nor does it restrict or alter a teacher’s right to assign grades in accordance with TEC § 28.0216

Innovation Strategy

1. **Flexible Learning Environments** - The District may choose to design and implement more responsive learning environments, where blended and personalized learning opportunities are available. Blended learning occurs when instruction is delivered through a combination of time in class and time spent learning online.
2. **Flexible Learning Opportunities** – If the District should choose to implement this section of the DOI, it will not penalize students who miss class due to legitimate school activities and/or family issues that may prevent students from meeting the 90% class attendance rule, as long as mastery of content can be documented. This will address the social and emotional issues that the District encounters due to unforeseen transitions and facilitate opportunities for students to engage with the community and social agencies.



ii. **Local Guidelines**

1. The District will investigate the abundant opportunities for active learning outside the classroom in order to receive credit for content mastery, when not present for 90% of the days a class is offered. The Local Innovation Committee encourages the District to explore other avenues by which a student can achieve mastery, without being penalized academically. The exemption would allow the District to provide innovative options to promote student engagement in course material in flexible ways, ultimately allowing learning to happen anytime, anywhere, even apart from the traditional brick and mortar classroom.

2. **Enrolled Students:** A campus committee comprised of teachers and staff with knowledge of the student will review the academic record of a student who has not met the 90% attendance statute. The student will demonstrate evidence of mastery such as a portfolio, assessment and/or other documentation deemed appropriate by the assigned committee and the assigned subject matter teacher of record. The subject area teacher of record will determine the final course grade for the student with committee input as appropriate. Credit grades received in this manner are not subject to receive weighted grading.

3. **Transitioning Students:** A campus committee comprised of teachers and staff with knowledge of the student will review the academic record of a student requesting to complete a course in a less than 90% attendance timeframe. The subject area teacher of record will establish course completion objectives that demonstrate evidence of mastery such as a portfolio, assessment and/or other documentation deemed appropriate with input from the assigned committee. With the support of a committee, a timeline for course completion will be developed to include interim progress checks. The subject area teacher of record will determine the final course grade for the student with committee input as appropriate. Credit grades received in this manner are not subject to receive weighted grading.

- i. **§ 21.3541. Appraisal and Professional Development System for Principals,** (a) The commissioner by rule shall establish and shall administer a comprehensive appraisal and professional development system for principals. **§ 21.354. Appraisal of Certain Administrators,** (a) The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of various classifications of school administrators. The criteria must be based on job-related performance, **§21.351. RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA.** (a) The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable,



job-related behavior, including: (1) teachers' implementation of discipline management procedures; and (2) the performance of teachers' students., and § 21.352. **Local Role.** (a) In appraising teachers, each school district shall use:(1) the appraisal process and performance criteria developed by the commissioner; or (2) an appraisal process and performance criteria: (A) developed by the district- and campus-level committees established under Section 11.251; (B) containing the items described by Sections 21.351(a)(1) and (2); and (C) adopted by the board of trustees.

Innovation Strategy:

A committee of teachers, staff and administrators will develop an Appraisal and Development System that incorporate TTESS appraisal system that incorporates the requirements of the state and develop a system of appraisal that demonstrates student and teacher growth.

Local Guidelines:

All teachers and administrators will be properly trained. The expectations for the teachers will be aligned with the expectations of administrators. The criteria will include both instructional practice criteria and professional expectations in addition to guidelines suggested by the state. A high priority will be placed on student growth.

Transfer Students:

Currently

Present transfer students remain in the district on an annual basis. As per TEC 25.036, permits students to remain in a district other than their district of residence for the full school year that they are enrolled.

Proposed

In order to maintain safe schools, an exemption to TEC 25.036 may allow transfer students status to be revoked through-out the year based on certain actions. Actions that include but not limited: Persistent misbehavior, physical/sexual assault, possession of weapons or drugs and excessive absences of 25 or more. Students that meet these criteria may have their transfer revoke pending a committee review to consider any extenuating circumstances. Decisions may be appealed according to Board policy FNG (local).



Transfer Request Made by Peace Officer (TEC 24.0344)

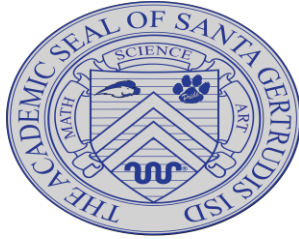
Current: Texas Education Code § 25.0344 (a) states that school boards must grant a transfer request made by a peace officer who is the parent/guardian of a student. The peace officer can request the student transfer to another district campus or to another school district under an agreement. The lack of conditions and parameters in transfer requests made by peace officers may lead to an influx of transfer requests and create a burden on Districts to accommodate them. The District runs the possible risk of becoming overcrowded. Overcrowding occurs when the number of students enrolled in the school is larger than the number of students the school is designed to accommodate. When overcrowding occurs, it may contribute to less individualized instructions, disciplinary issues, poor building conditions and an increase in illness risk.

Proposed: The District will be exempt from granting a transfer request made by a peace officer who is the parent/guardian of a student. While the District remains committed to considering transfer requests made by peace officers, this exemption will ensure that The District campuses do not become overcrowded due to an influx of transfer requests by peace officers. When possible, priorities will be given to servicemembers and peace officers seeking transfers.

- The District will review transfer requests made by a peace officer who is the parent/guardian of a student based on the relocation documentation and start of service.
- The District may grant a transfer request made by a peace officer who is the parent/guardian of a student. Decisions on peace officer transfer requests will be handled locally based on the capacity of the campus and as provided for in District policy and procedures.
- In the event a peace officer wants to grieve the denial of a transfer request, the peace officer can file a grievance under the FNG(LOCAL) policy.

Transfer Request Made by Servicemembers (TEC 24.0344)

Current: Texas Education Code § 25.0344 (a) states that school boards must grant a transfer request made by a servicemember who is the parent/guardian of a student. A servicemember is defined as an “active duty member of the armed forces of the United States, a reserve component of the armed forces of the United States, or the Texas National Guard.” The servicemember can request the student transfer to another district campus or to another school district under an agreement. The lack of conditions and parameters in transfer requests made by active-duty service members may lead to an influx of transfer requests. The lack of conditions and parameters in transfer requests made by peace officers may lead to an influx of transfer requests and create a burden on Districts to accommodate them. The District runs the



possible risk of becoming overcrowded. Overcrowding occurs when the number of students enrolled in the school is larger than the number of students the school is designed to accommodate. When overcrowding occurs, it may contribute to less individualized instructions, disciplinary issues, poor building conditions and an increase in illness risk.

Proposed: the District will be exempt from granting a transfer request made by a servicemember who is the parent/guardian of a student. While The District remains committed to considering transfer requests made by servicemembers, this exemption will ensure that The District campuses do not become overcrowded due to an influx of transfer requests by servicemembers. When possible, priorities will be given to servicemembers and peace officers seeking transfers.

- The District will review transfer requests made by a servicemember who is the parent/guardian of a student based on the relocation documentation and start of service.
- The District may grant a transfer request made by a servicemember who is the parent/guardian of a student. Decisions on servicemember transfer requests will be handled locally based on the capacity of the campus and as provided for in District policy and procedures.

In the event a servicemember wants to grieve the denial of a transfer request, the peace officer can file a grievance under the FNG(LOCAL) policy.

Grade Retention (TEC 28.02124)

Current: Amendments to TEC 28.02124 provide that a parent or guardian may elect for a student in grades one through eight, to repeat the grade in which the student was enrolled during the previous school year. In addition, for courses taken for high school credit, a parent or guardian may elect for a student to repeat any course in which the student was enrolled in during the previous school year. A parent or guardian may not elect for a student to repeat a course under this subsection if the school district determines the student has met all of the requirements for graduation.

Proposed: While the District respects the rights of parents to request that their child repeat a grade or course, the District believes that this should be a joint decision with District educators made in the best interest of students. Additionally, this provision of the Education Code does not state when or how often these requests can be made, which could create disruption on District campuses and to the child's education. As such, the District will be exempt from TEC 28.0214. The District will work with parents and consider requests that a child repeat a year, provided the request is made through student application for extension provided in March of each year and is made in order to avoid disruption for the student and staff involved. At least one conference must be held by



campus administration and with the parent prior to a request being granted. Requests will be granted if they are in the best interest of the student and made in good faith due to concerns regarding the students well-being. Requests made for the purposes of allowing student participation in sports or other UIL programs or for class rank will not be granted.

School Counselor Duties Provisions (TEC 33.006)

Current: Section 33.006 of the Texas Education Code defines duties and responsibilities of a school counselor and additional requirements pertaining to school counselors. In 2021, the statute was amended to require that the Board of Trustees of each school district adopt a policy that requires a school counselor to spend at least 80 percent of the school counselor's total work time on duties that are components of a counseling program developed under Section 33.005, as well as requiring additional review and actions by Administration with regard to counselors.

Proposed: The District will be exempt from TEC 33.006 provisions, which place limitations on the assigned duties for a school counselor and requirements for additional action and review by the School Board and Administration as found in this section, including, but not limited subsections (d) through (h). These provisions include the restriction that a school counselor must spend not less than 80 percent of the school counselor's total work time on duties that are components of a counseling program developed under Section 33.005, as well as requirements for the development of policies and Board or Administration action and review. Administration will strive to ensure that the majority of duties assigned to School Counselors will be assigned as intended by the statute; however due to time constraints and personnel shortages, it is not feasible to limit these assigned duties or to calculate how much time is spent doing various duties assigned to counselors based on the needs of the District and our students.

Parent Notification of Threat Assessments (TEC 37.115)

Current: Amendments to the TEC 37.115 include new requirements that before a team may conduct a threat assessment of a student, the team must notify the parent or guardian for the student regarding the assessment. In addition, the team shall provide an opportunity for the parent or person to: participate in the assessment, either in person or remotely; to be able to submit to the team information regarding the student; and after the threat assessment, the parent must be provided with the teams' findings regarding the student.

Proposed: Due to concerns related to FERPA, confidentiality and possible retaliation, the District will be exempt from these additional notice and participation requirements. The District remains committed to parent involvement and notification with regard to threat assessments. Efforts will be made to keep parents informed with regard to the need for a threat assessment; opportunity to provide information to the team regarding



the student; as well as the teams' findings regarding the student.

Summary:

SGISD will use the exemptions allowed through the “District of Innovation” designation when it allows us to offer the very best learning opportunities for all students in our district by allowing us to be innovative in class offerings and scheduling while also allowing us to operate more efficiently and effectively.