

TEE Committee

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C. Beliefs

The Board has adopted the following Beliefs to guide the District:

We believe that ...

1. *Human beings are complex with unique intellectual, social, emotional and physical needs.*
2. *Every person is unique by design, with abilities, gifts and talents.*
3. *Every person has inherent value and unique potential.*
4. *All people are innately curious.*
5. *Relationships are an inherent human need.*
6. *Personal responsibility is essential and noble for all.*
7. *Family profoundly impacts who we become.*
8. *Character is developed through life experiences.*
9. *With a privilege comes responsibility and accountability.*
10. *A physically and emotionally safe environment encourages learning.*
11. *Learning is not limited by time or space.*
12. *Freedom is a universal desire to be promoted and preserved.*
13. *Values drive choices.*
14. *Change is constant.*

D. Parameters

The Board established the following parameters as guidelines for how decisions would be made and approved these parameters in accordance with our beliefs, mission and objectives:

1. *We will make decisions in the best interest of students.*
2. *We will treat all people with dignity and respect.*
3. *We will model and expect personal responsibility.*
4. *We will practice responsible stewardship of our resources.*
5. *We will not compromise our commitment to excellence with integrity.*
6. *We will not give up on any student.*

E. Strategies

The Board has adopted the following strategies for accomplishing our strategic vision, mission, and goals:

1. *We will craft a system of innovative learning approaches, patterns, and practices that respond to the unique needs, interests, and talents of all students.*
2. *We will ensure a culture of integrity, service, and community committed to excellence, innovation, and responsiveness.*
3. *We will leverage the use of time, resources, and space to address the needs and learning goals of our students and community.*

4. *We will expand and enhance unique learning opportunities through strategic partnerships both in and outside the District.*

F. Strategic Plan

The Board recognizes that for students to succeed in their future, not our past, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. Learning must be at the heart of what schools are about. Learning has to be viewed by the students as being relevant, purposeful, interesting, engaging, and authentic to what will be their future. Last, but certainly of critical importance, is the need to personalize learning so that the school experience is: responsive to what each student needs in order to be successful; thoughtful about what students find interesting; and aligned to their passions. The Board believes that while it is important to meet the credit requirements, there is a need to prepare students to be college, career, and life ready. All three of these are of equal importance and necessary for success.

Accordingly, the

Subsequently, the District needs more latitude to recruit, retain, and expand the potential for providing high-quality staff in areas where teacher certification can be relaxed, as well as time to provide meaningful professional learning opportunities for staff so that they can enhance their professional capacity and collaborate regarding best practices as they move to the new role of the architect of

The promotion of innovative curriculum and instructional pedagogical practices will help the District provide more engaging and challenging learning, using digital tools and systems so that learning is not confined to the four walls of the classroom and students have a personalized pathway to meet their learning needs. Promoting innovative ideas regarding community participation, campus organization/governance, and parental

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Local Innovation Plan/Guidelines: In order to meet the needs of 21st

- Seeking innovative instructional arrangements that promote learning.

D. Class Size in Grades Prekindergarten 4 (TEC §25.112, §25.113) (BF LEGAL, EEB LEGAL)

Plan Rationale: The TEC currently requires the District to maintain a class size of 22 students or less in each prekindergarten through fourth grade class. When a class

exams

J. Teacher Appraisal System (TEC §21.352(c) (DNA LOCAL)

Plan Rationale: The state currently requires use of a teacher appraisal system called the Texas Teacher Evaluation and Support System (T-TESS). Birdville ISD is currently using T-TESS as its teacher appraisal system. While this system is designed to meet the needs of the entire state, Birdville ISD seeks to customize certain aspects of the system to better meet the needs of its teachers and campus administrators.

Local Innovation Plan/Guidelines: The District seeks to allow teachers who have demonstrated high-quality performance the opportunity to be exempt from a full appraisal under certain circumstances that are locally established. A non-probationary teacher may be exempt if he/she meets the local criteria. These innovation strategies offer local benefits including increased opportunities for more unannounced walk-throughs, which

OR
new teachers, and will continue to allow administrators to have meaningful professional interactions with all campus staff. In addition, the District will establish procedures and criteria to allow for less-than-annual appraisals for all non-principal, professional staff under contract. The criteria will include specific procedures for appraisals, including the conditions under which a non-principal, professional employee must be appraised annually.

K. Teacher Mentor Program (TEC §21.458) (DEAA LEGAL)

Plan Rationale: The Texas Education Code implements a significant number of requirements related to the qualifications to serve as a teacher mentor, how long a mentor must be assigned, mentor training, how many mentor sessions are required, etc. These are statewide requirements without any consideration of local needs or the specific needs of a mentor program at Birdville ISD and may limit the number of teachers who can serve or who are willing to serve in a mentor role.

Local Innovation Plan/Guidelines: The development of a robust mentoring program is an identified need; however, Birdville ISD will create a locally-designed mentor program that more appropriately meets the needs and interests of its administrators and teachers. This program will be designed with input from campus administrators and teaching staff.

L. Ejection of Individuals from Facilities (TEC §37.105) (GKALEGAL, GKA LOCAL, GF LOCAL, FNG LOCAL)

Plan Rationale: The TEC allows a school administrator, school resource officer, or school district peace officer to refuse to allow a person to enter on or may eject a person from district property if the person refuses to leave peaceably on request and either the person poses a subacwo7ay 4GKALEGAL 11.04 Tf1 0 0 1 220.01 498.55 Tm0 G(-)JTJET@.00000912

opportunity to appeal the decision to the Board of Trustees within 90 calendar days. These additional, administratively burdensome requirements, are impractical and potentially impossible to fulfill when an individual is dealing with an unruly individual. It is reasonable to believe that requesting such information could also escalate a situation that is already proving to be disruptive. Further, it is impractical to provide written notice of an appeal process at many events, like athletic events or public meetings, when the removal is only the immediate event and there is not ready access to forms or a computer or printer. Furthermore, the District already has a process for taking grievances to the Board of Trustees and there is not a justified need for a unique process or timeline.

Local Innovation Plan/Guidelines: Birdville ISD administrators, school resource officers, or school peace officers will retain their authority to refuse to allow a person to enter on or may eject a person from district property if the person refuses to leave peaceably on request and either (1) the person poses a substantial risk of harm to any person or (2) the person behaves in a manner that is inappropriate for a school setting and persists in the behavior despite being given a verbal warning. However, the following requirements will no longer be applicable: maintaining a written log of verbal warnings; providing written notice of the appeal process at the time of ejection; internet posting of the requirements and appeal process; and the ability to appeal the decision to the Board of Trustees within 90 calendar days.

Exemption from these requirements will allow the District to exercise appropriate authority and processes related to unruly individuals on campuses and at other facilities in an effective and efficient manner, but do so without conducting the unnecessary and administratively burdensome requirements and avoiding potential escalation of already difficult situations. If an individual is banned from returning to Birdville ISD property for an extended period of time, the individual will receive written notification.

AC

M. School Health Advisory Council (SHAC) Meetings (TEC §28.004) (BDF LEGAL, BDF LOCAL)

Plan Rationale: Texas Education Code Section 28.004 requires the school board of each school district to establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the health education

instruction. Further, the law requires the health advisory council to meet at least four times each year.

Local Innovation Plan/Guidelines: Due to the size of the District, Birdville ISD seeks exemption from the statutory provision requiring the SHAC to meet at least four times each year. This innovation will be implemented by the District as follows:

- The SHAC will meet twice per year once in the Fall and once in

