

EDGEWOOD INDEPENDENT SCHOOL DISTRICT

Term of Plan: July 25, 2022 – July 25, 2027



EISD Vision

Edgewood By Choice-Leaders in student success strengthened by hometown values

EISD Mission

The Mission of Edgewood ISD, the heart of the community, is to equip all learners for a life of success through caring, engaging, and collaborative instruction in a variety of programs along with competitive extracurricular opportunities that motivate and transform each student to reach his/her full potential to become highly productive citizens.

EISD Goals

Goal 1: Excellence for all students

Goal 2: Students prepared for life beyond Edgewood ISD

Goal 3: Positive relationships between students, staff, parents and community

EDGEWOOD INDEPENDENT SCHOOL DISTRICT

Kristin Prater	Superintendent
Becky Goodwin	Assistant Superintendent
Kristy Jones	Elementary Principal
Kelli Cassell	Intermediate Principal
Kassi Mays	Middle School Principal
Chelo Colburn	Parent
Paige Oltean	Parent
Lauren Kovar	Parent
Abby Wilcoxson	Community Member
Stormy Wilcoxson	Parent
Brandi Guerra	Parent
EISD Board of Trustees	

Timeline for Approval of District of Innovation Local Plan

June 7, 2022

EISD Board of Trustees consider to adopt a resolution to move forward with an District of Innovation Plan

June 7, 2022

Public Hearing is held by the Board to appoint a committee to develop a plan

June 8, 2022

Committee meets to consider recommendations for new DOI plan

June 9, 2022

Plan is posted online for 30 days and sent to the commissioner

July 25, 2022

Public Hearing is held to discuss DOI Plan

July 25, 2022

EISD Board of Trustees consider adopting proposed plan

July 26, 2022

District notifies commissioner of the approved plan, sends to TEA and posts plan on district website

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District of Innovation - Areas of Focus

Under the Texas Education Code Chapter 12A: Districts of Innovation, Edgewood ISD has identified the following requirements imposed by the Texas Education Code that inhibit the goals of the Edgewood ISD Innovation Plan

CALENDAR – FIRST DAY OF INSTRUCTION

A school district may not begin instruction for students for a school year before the fourth Monday in August.

Texas Education Code:

Sec. 25.0811. FIRST DAY OF INSTRUCTION

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811>

Edgewood ISD School Board Policy:

EB: SCHOOL YEAR

EB (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=EB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EB(LEGAL).pdf)

EB (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=EB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EB(LOCAL).pdf)

Rationale:

Currently, Texas law prohibits public school students from beginning school before the 4th Monday of August. Under current law, for the 2017-18 school year, the first day of school for EISD students would be on Monday, August 28th...which on the calendar, is the last week in August. Edgewood ISD believes our local community should be responsible for deciding what is best for our students in setting the first day of instruction. By claiming exemption from Sec. 25.0811, the district shall determine the first day of instruction for its students on an annual basis with input from stakeholders. Potential benefits to Edgewood ISD include:

- A DOI plan that allows a school district *to begin school no earlier than the 3rd Monday in August* would give the EISD District Planning Committee the flexibility to start school earlier than current Texas law allows to address district instructional needs.
- Starting school earlier would allow the district to better balance the two semesters
- Relief from the stature will allow EISD to develop a calendar that addresses student instruction and focused professional development in conjunction with the new instructional minutes requirement, rather than days.
- Provide for increased local control of the instructional calendar in order to be responsive to community needs.

Regardless of whether any adjustments or changes are made to the current start date law, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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EDUCATOR CERTIFICATION

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a public school district unless the person holds an appropriate certificate or permit issued.

Texas Education Code:

Sec. 21.003. CERTIFICATION REQUIRED

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.003>

Sec. 21.053. PRESENTATION AND RECORDING OF CERTIFICATES

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.053>

Sec. 21.051. RULES REGARDING FIELD-BASED EXPERIENCE AND OPTIONS FOR FIELD EXPERIENCE AND INTERNSHIPS

<http://www.statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>

Sec. 21.057. PARENTAL NOTIFICATION

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.057>

Edgewood ISD Board Policy:

DBA: EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

DBA (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DBA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DBA(LEGAL).pdf)

DBA (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DBA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DBA(LOCAL).pdf)

DK: ASSIGNMENT AND SCHEDULES

DK (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DK\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DK(LEGAL).pdf)

DK (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DK\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DK(LOCAL).pdf)

DK (EXHIBIT) [http://pol.tasb.org/Policy/Download/1183?filename=DK\(XHIBIT\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DK(XHIBIT).pdf)

Rationale:

Under current Texas law, a public school may not employ a teacher, teacher intern, teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor unless that person holds an appropriate certificate or permit. Although it is possible to seek an emergency certificate, certification is dependent upon TEA approving the request. The current statute limits the ability to hire teachers in highly specialized or hard-to-fill areas such as Career and Technical Education (CTE), STEM, and Science and Technology courses. In all instances, the District would require appropriate documentation of sufficient knowledge, skills, and experience and with the approval of the Superintendent.

The District will maintain its current expectations for employee certification. The District is committed to hiring individuals with appropriate certification for the position in questions; however, where that is not reasonably possible, the District will have the flexibility to hire individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in question.

The District seeks flexibility to hire professionals in hard to recruit and retain areas, as well as core content areas. This would include, but not limited to areas such as Career and Technical Education, STEM, Science and Technology courses, if certified teachers are not

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available. This exemption permits these professionals to meet standards designated by the State of Texas and permits the District to obtain the same weighted funding as would be available should the professional hold a traditional teaching certification for the course.

- Certified Educators would be allowed to instruct sections of a core or non-core subject/course outside of the SBEC documented certification.
- Educators would be allowed to instruct one grade level above and/or below their certified level in their content area.
- The campus principal may submit to the superintendent a request for local certification that will allow an already certified teacher to teach a course or grade level for which he/she is not certified. The principal must specify in writing the reason for the request and document the credentials or life experience the teacher possesses that would qualify this individual to teach the proposed subject. The District will maintain the documents at the local level.
- Uncertified teachers will be provided teacher mentoring, increased observations and feedback, professional development or instructional resources, or other supports.
- The Superintendent will report this action to the Board of Trustees at the first board meeting following the assignment, individual parent notice regarding teacher certification will not be provided.
- Teacher certification waiver requests, state permit applications, or other paperwork will not be submitted to the Texas Education Agency. The District will ensure that all individuals assigned to teach have the knowledge and resources necessary to be successful.

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PROFESSIONAL EMPLOYEE CONTRACTUAL DAYS

A public school professional employee hired as a classroom teacher, counselor, or nurse shall be employed on a 10 month contract equivalent to 187 days.

Texas Education Code:

Sec. 21.401 MINIMUM SERVICE REQUIRED

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.401>

Edgewood ISD Board Policy:

DC: EMPLOYMENT PRACTICES

DC (legal) [http://pol.tasb.org/Policy/Download/1183?filename=DC\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DC(LEGAL).pdf)

DC (local) [http://pol.tasb.org/Policy/Download/1183?filename=DC\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DC(LOCAL).pdf)

Rationale:

Current Texas education law in Chapter 21 defines a professional employee contract (teacher, counselor, or nurse) as a 10 month contract equivalent to 187 work days. This proposal would allow Edgewood ISD to reduce teacher contract days from 187 to a decreased length with no effect on teacher salaries to better align with the instructional day calendar. It is understood that all current district employee required professional development guidelines will still be met. This exemption would allow the district to better align professional employee contract days to the 75,600 instructional minutes required of students. Regardless of whether any adjustments or changes are made current professional employee contractual days, Edgewood ISD believes this issue to be a local decision as opposed to a state mandate.

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PROFESSIONAL EMPLOYEE PROBATIONARY EMPLOYMENT CONTRACTS

A probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.

Texas Education Code:

Sec. 21.102 PROBATIONARY CONTRACTS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.102>

Edgewood ISD School Board Policy:

DCA: EMPLOYMENT PRACTICES – PROBATIONARY CONTRACTS

DCA (Legal) [http://pol.tasb.org/Policy/Download/1183?filename=DCA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DCA(LEGAL).pdf)

Rationale:

Under current Texas Chapter 21 professional employee employment guidelines, probationary periods for newly hired teachers, counselors, and nurses who have been employed within public education for at least five of the previous eight years cannot exceed one year. Edgewood ISD believes this limited probationary contract time period is insufficient in some cases to fully determine the professional employee's effectiveness. Relief from Texas Education Code 21.102 will permit the Edgewood ISD the option to issue a probationary contract for a period in length of up to two years for experienced teachers, counselors, or nurses newly hired by the district. This will allow the district additional time to evaluate professional performance. Regardless of whether any adjustments or changes are made to Texas Education Code employment laws, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA

The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers.

The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of various classifications of school administrators.

The commissioner by rule shall establish and shall administer a comprehensive appraisal and professional development system for principals.

Texas Education Code:

Sec. 21.352. RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.352>

Sec. 21.354. APPRAISAL OF CERTAIN ADMINISTRATORS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.354>

Sec. 21.3541. APPRAISAL AND PROFESSIONAL DEVELOPMENT SYSTEM FOR PRINCIPALS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.3541>

Board Policy:

DNA: PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

DNA (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNA(LEGAL).pdf)

DNA (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNA(LOCAL).pdf)

DNB: PERFORMANCE APPRAISAL EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

DNB (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNB(LEGAL).pdf)

DNB (LOCAL): PERFORMANCE APPRAISAL EVALUATION OF CAMPUS ADMINISTRATORS

DNB (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=DNB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=DNB(LOCAL).pdf)

Rationale:

Edgewood ISD believes it is essential to maintain flexibility in using a variety of measurements, including goal setting, observations, student growth progress toward learning objectives, and other formative assessments in determining the performance of its educators. By claiming exemption from Sec. 21.351, 23.354, and 23.3541, the district can determine locally the most appropriate appraisal instrument to evaluate its educators. Regardless of whether any adjustments or changes are made to the state-mandated appraisal system and laws, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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STUDENT/TEACHER RATIO & CLASS SIZE

A public school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

Texas Education Code:

Sec. 25.112 CLASS SIZE

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.112>

Sec 25.113 NOTICE OF CLASS SIZE

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.113>

Edgewood ISD School Board Policy:

EEB (Legal) [http://pol.tasb.org/Policy/Download/1183?filename=EEB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EEB(LEGAL).pdf)

EED (Local) [http://pol.tasb.org/Policy/Download/1183?filename=EEB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=EEB(LOCAL).pdf)

Rationale:

Under current Texas Education Code, public school districts are prohibited from enrolling more than 22 students in grades K-4. If a district exceeds this student class size limit at any point other than the last 12 weeks of a school district, the district has 30 days either employ additional professional teaching staff as needed to regain the 22 student class size requirement or file a waiver request with the Texas Commissioner of Education. Edgewood ISD has frequently found this class size mandate to be problematic given recent year student enrollment trends occurring both at the beginning and during the school year. By claiming exemption from Sec. 25.112 and 25.113, the district can locally determine and establish local criteria to determine appropriate student class size ratios as they pertain to instruction and budgetary goals. Regardless of whether any adjustments or changes are made to current state-mandated teacher/student classroom size ratios, Edgewood ISD believes this issue is best served as a local decision as opposed to a state mandate.

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DISTRICT SITE-BASED DECISION-MAKING

To implement the decision making process at the district and campus levels, administration should consider the following critical success factors [which include but are not limited to]: Extensive and continuous training prior to and during implementation within the school district. Training should include, but not be limited to, developing skills on consensus building, brainstorming, problem solving, managing change and interpersonal communication skills such as conflict resolution, value clarification and negotiation. An extensive amount of time will be spent changing role definitions, training school district staff, educating the community, establishing objectives, developing and implementing programs and monitoring program success.

Texas Education Code:

Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.251>

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.252>

Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.253>

Sec. 11.255. DROPOUT PREVENTION REVIEW

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.255>

Board Policy:

BQ: PLANNING AND DECISION-MAKING PROCESS

BQ (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQ\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQ(LEGAL).pdf)

BQ (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQ\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQ(LOCAL).pdf)

BQA: PLANNING AND DECISION-MAKING PROCESS DISTRICT-LEVEL

BQA (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQA(LEGAL).pdf)

BQA (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQA(LOCAL).pdf)

BQA: PLANNING AND DECISION-MAKING PROCESS CAMPUS-LEVEL

BQB (LEGAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQB(LEGAL).pdf)

BQB (LOCAL) [http://pol.tasb.org/Policy/Download/1183?filename=BQB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1183?filename=BQB(LOCAL).pdf)

Rationale:

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

DISTRICT SITE-BASED DECISION-MAKING...CONTINUED

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While all stakeholders are represented, it is often a difficult task for parent, community, and business reps to offer a voice in a broad sense. Although each offers perspective, feedback is typically more representative of individual perspective than as an advocate for those in similar roles (i.e. a business rep should ideally speak on behalf of local businesses based on feedback from other business members). Outside representatives have proven valuable in the manner in which the EIC has operated over the past several years, which has served as a discussion-based group on a variety of topics. Over time, both district- and campus-level parents of students enrolled in the district, community members, and business and industry representatives have expressed concerns feeling they had little to contribute to the overall conversation in the traditional format of these committees. Because so much is to be considered as a part of the district and campus improvement plan (including federal and state law), leaders (both principals and teacher leaders) must have deep conversation prior to the site-based management committee meetings. As a result, the committee is merely a rubber-stamp committee with considerable de jure power but little de facto power. In addition a comprehensive needs assessment, measurable performance objectives, strategies, resources (including staff), and evaluative measures, the number of strategies mandated in Sec. 11.252 are excessive.

Edgewood ISD is claiming exemption from the specific provisions of Sec. 11.251 – 11.255 and shall determine the processes and memberships of its site-based management committees. While Edgewood ISD will continue to develop district and campus improvement plans based upon a comprehensive needs assessment, the district is claiming exemption from the specific mandates of these sections and shall determine the contents of its plans while honoring federal mandates that cannot be excluded. Regardless of whether any adjustments or changes are made to site-based decision-making rules and laws, Edgewood ISD believes this issue to be a local decision as opposed to a state mandate.

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Transfer of Students

Edgewood ISD maintains a transfer policy under FDA Local requiring nonresident students wishing to transfer to file an application each school year. In approving transfer requests, the availability of space, instructional staff, a student's disciplinary history, academic records, attendance and parental involvement are evaluated. Transfer students are expected to follow the attendance requirements, rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year. TEC 25.036 has been interpreted to establish the acceptance of a transfer as a one year commitment by the District

Texas Education Code

TEC 25.036 Transfer of Student

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.25.htm>

Board Policy

FDA Legal Admissions Interdistrict Transfers

[https://pol.tasb.org/Policy/Download/1183?filename=FDA\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/1183?filename=FDA(LEGAL).pdf)

FDA Local Admission Interdistrict Transfers

[https://pol.tasb.org/Policy/Download/1183?filename=FDA\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1183?filename=FDA(LOCAL).pdf)

Rationale:

Edgewood ISD accepts transfers based on the following criteria: a) student discipline record, b) attendance/tardy history, c) report card, d) recent testing scores, e) high school credits (if applicable). Policy states transfers shall be granted for one regular school year. Edgewood ISD is seeking to eliminate the provision of a one year commitment in accepting transfer applications. The District will reserve the right to revoke the transfer of a student at any time during the year based on behavior, excessive absences/tardies, not remaining in good academic standing, and lack of parental cooperation.

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Disciplinary Alternative Education Program

Each school district must provide a disciplinary alternative education program that employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21. Each school district must provide a disciplinary alternative education program that provides for the student who are assigned to that program to be separated from students who are not assigned to the program.

Texas Education Code

TEC 37.008

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.37.htm>

Board Policy

FOCA Legal Placement in a DAEP Setting

[https://pol.tasb.org/Policy/Download/1183?filename=FOCA\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/1183?filename=FOCA(LEGAL).pdf)

Rationale:

Exemption from this requirement would the District to better utilize staff. The District has a very limited number of students assigned to DAEP and classes are often provided using computer based instruction and or blended model. As such, it is not necessary to have certified teachers permanently assigned to DAEP. Furthermore, exemption from this requirement would allow the District to better utilize staff and facilities by allowing DAEP students to attend the same classroom as In School Suspension students, when necessary.

The Superintendent will ensure that the staff of the DAEP has the support necessary to properly supervise the students assigned to the program. Campus administrators of students assigned to DAEP will ensure that the assistance of teachers with specific certification is provided as needed. To the extent possible, the Superintendent will ensure the physical separation of DAEP and ISS students within the same space.

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Designation of Campus Behavior Coordinator

TEC §37.0012 Requires that a person be designated to serve as the campus behavior coordinator who is primarily responsible for maintaining student discipline and implementation of TEC Chapter 37. This provision also allows duties imposed on a campus principal or other campus administrator to be performed by the campus behavior coordinator. Duties include, but are not limited to, promptly notifying parents by telephone and in writing when a student is suspended, removed to DAEP or taken into custody by the law enforcement

Texas Education Code

TEC 37.0012

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.37.htm>

Board Policy

FO Legal Student Discipline

[https://pol.tasb.org/Policy/Download/1183?filename=FO\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/1183?filename=FO(LEGAL).pdf)

Rationale:

This exemption is to only allow for the interpretation of the role and responsibilities of a Campus Behavior Coordinator to be fulfilled by multiple administrators as it is unrealistic to have only one person in this role to serve all students.

The district will maintain all the duties and responsibilities outlined for the Campus Behavior Coordinator and allow the role to be fulfilled by more than one administrator per campus. It will also provide campuses the opportunity to allow campus administrators to fully understand and get to know the students in their caseload rather than having one employee handle all discipline. While it is imperative that all employees work together and be informed as to the discipline occurring on campus, it is just as crucial for student to depend on an administrator they know and trust. Each campus should have the freedom to designate more than one campus behavior coordinator to best meet the needs of their students.

EDGEWOOD INDEPENDENT SCHOOL DISTRICT

School Health Advisory Council

TEC 28.004 The board of trustees of each school district shall establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

A school district must consider the recommendations of the local school health advisory council before changing the district's health education curriculum or instruction.

Texas Education Code

TEC 28.004 School Health Advisory Council

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.28.htm>

Board Policy

BDF Legal Board Internal Organization Citizen Advisory Committees

[https://pol.tasb.org/Policy/Download/1183?filename=BDF\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/1183?filename=BDF(LEGAL).pdf)

Rationale:

This exemption would assist the district in ensuring that local community values are reflected in the district's health education instruction. While the district will continue to have a SHAC committee, an exemption would allow the board to have local control to determine the number of required meetings, regarding retention of meeting minutes, the appointment and make-up of SHAC members, the recording of the meetings, and the adoption of curriculum material for the District's human sexuality instruction.

The increased local control of the SHAC processes and procedures will allow the plan to adequately reflect the values of the community and the flexibility a small district needs when staff and parents serve on several committees.