



2022-2027

DISTRICT — of — INNOVATION

Florissant-Independent School District

Introduction

With the passage of House Bill 1842 in the spring of 2105 by the 84th Legislative Session, and with the subsequent creation of Texas Education Code §12A, traditional independent school districts have increased flexibility through statute exemptions typically reserved for open enrollment charter schools. A District of Innovation Plan permits Texas public school districts to obtain exemption from certain provisions of the Texas Education Code.

Mission

FISD is committed to developing 21st century graduates who are life-long learners that are purposeful, innovative, collaborative, and possess character traits that lead to success

Vision

Preparing you for a prosperous life. Character – Knowledge – Confidence

Goals

- Each student will maximize their potential
- Each student will be a life-long learner, prepared for their future.
- Each student will be a contributing member of the global society.
- FISD will strive to build strong relationships with stakeholders
- FISD will exercise fiscal responsibility

To realize the mission of Floresville ISD, the district implemented a Strategic Plan in 2017 focused on strategies to accomplish these goals.

District of Innovation Timeline

December 19, 2016	The Floresville Independent School District Board of Trustees passed a Resolution to Initiate the process of designation as a District of Innovation in order to increase local control over District operations and support innovation to improve educational outcomes.
January 17, 2017	FISD conducted a Public Hearing and the Board of Trustees approved the Innovation Plan.
January 19 & 27, 2017	The district Innovation Committee met to draft the Innovation Plan
January 27, 2017	The Innovation Plan was posted on the FISD website.
March 20, 2017	FISD Board of Trustees approved the Innovation Plan
December 19, 2019	The FISD Board of Trustees passed a resolution to initiate the process to amend the District of Innovation plan
January 7, 2020	FISD holds a public hearing to discuss amending the DoI plan.

January 9, 2020	The Fisd DOI Renewal committee meets and approves moving forward with amending the DOI plan. The amendment to the DOI plan was created.
January 10, 2020	The Fisd DOI plan amendment is posted for public view and public input is requested.
January 21, 2020	Fisd holds a public hearing followed by a DOI committee meeting and votes on the formal plan to amend the District of Innovation Plan. The DOI Plan is approved by the committee.
February 24, 2020	The Floresville ISD Board of Trustees voted and unanimously approved the amended District of Innovation Plan.
November 3 & December 2, 2021	The Fisd DOI Renewal committee meets and develops an updated Innovation Plan.
January 25, 2022	The Fisd District of Education Improvement Committee holds a public meeting to finalize the DOI Renewal Plan and approves the plan unanimously.
February 7, 2022	The Fisd Board of Trustees approves notifying the TEA Commissioner of the intent to renew the DOI plan.
February 4, 2022	The DOI Renewal Plan is posted on the Fisd website.
March 7, 2022	The Fisd Board of Trustees approves the DOI renewal plan.
November 5, 2024	The Fisd DOI Amendment committee meets and develops amendments to the Innovation Plan
January 23, 2025	The Fisd District of Education Improvement Committee holds a public meeting to finalize the DOI Amendments and approves the amendments unanimously.
February 3, 2025	The Fisd Board of Trustees approves the amendments to the DOI plan.

Term

The term of the renewed Fisd Innovation Plan is for five years, July 1, 2022 to June 30,2027. A local innovation plan may be amended, rescinded, or renewed if the action is approved by a vote of the district-level committee and the board of trustees in the same manner as required for initial adoption of a local innovation plan. The Committee will continually monitor the effectiveness of the Plan and recommend to the Board any suggested modifications to the Plan.

Original Innovation Committee members: Clay Rosenbaum, Assistant Superintendent of Curriculum and Student Services Bill Atkins, Assistant Superintendent of Business and Operations Jacque Miller, Director of Human Resources Clint Askins, Director of Special Education Sara Mann, Director of Secondary Curriculum David Merten, Teacher Liana Martinez, Teacher Dixie Haag,

Teacher Jana Clarke, Teacher Kristen Wiatrek, Teacher Daelah Laskowski, Teacher Pam Davis, Teacher Johnda Lansdale, Teacher Jackie Castille, Teacher Jennifer Hoelscher, Teacher James Rethaber, Parent Rebekah Street

Amendment Innovation Committee Members (2020): Melissa Zamora, Natalie Henke, Greta Warner, Judy Fleming, Stephanie Kirtland, Dixie Haag, Daelah Laskowski, Melvin Albert, Jennifer Hoelscher, Jessica Stanush, Jacklyn Castille, Elaine Servin, Genevieve Rodriguez, Debbie Akers, Nayeli Wauson, Diana Hernandez, Juan Pablo Mancias, Rhonda Wade, Amanda Herrera, Chris Galloway, Julie Ximenez, Sherri Bays, David Merten, Monica Schlueter, Michael Schroller, Kristen Wiatrek, Chad Adams, Parent James Rethaber, Parent Rebekah Street, Kim Cathey

Renewal Innovation Committee Members (2021): Jennifer Hoelscher, Oscar Detamore, Jamie Hawn, David Merten, Melissa Preiss, Leanne Brooks, Julie Smith, Brandi Shaffer, Kelly Anders, Parent Rebekah Street, Rhonda Wade, Jessica Stanush, Linnci Angle, Michael Schroller, Celeste Rodriguez, Heather Brooks

District of Education Improvement Committee Members (2022): Shelly Henrickson, Jennifer Hoelscher, Nancy Puckett, Yisel McConnell, Georgia Couhig-Dunn, Rose Williams, Avery Phipps, Laura Villafranco, Kristina Swanson, David Merten, Halee Wallace, Mario Flores, Margarita Rodriguez, Mary Sepulveda, Monica Schlueter, Elizabeth Kotzur, Debbie Cone, Catherine Bruett, Kasie Meyer, Parent James Rethaber, Parent Stephanie Garcia, Parent Marilyn Hilliard, Brenda Jones

Amendment Innovation Committee Members (2024): Linnci Angle, Holden Barrett, Heather Brooks, Kelly Bryan, Kimberley Estrada, Jennifer Hoelscher, Candice Jasmer, Parent Christina McDowell, David Merten, Kasie Meyer, Melissa Priess, Emily Trevino, Rhonda Wade

District of Education Improvement Committee Members (2025): Alex Perez, Jennifer Hoelscher, Nancy Puckett, Penny Leonhardt, Priscilla Machado, Jamie Hawn, Mendy Kiolbassa, Johanna Mares, Lorena Ramirez, Renee Caro, Jimmy Reily, Kirsten Ernst, Sarah Rethaber, Amy Farrell, Briana Carrasco, Lindsey Henderson, Tessa Hartmann, Kim Kroll, Jane Bobbitt, Alexis Cruz, Community Member/Parent Richard Bray, Community Member Aaron Wagner, Parent Christina McDowell

Innovation: Teacher Contracts

Texas Education Code:

21.102 (a) Teacher Employment Contracts
21.102 (b) Term of Probationary Contract

Corresponding Board Policies:

DCA (Legal)
DCA (Local)
DCB (Legal)

Current State Requirement: Texas Education Code states that experienced teachers 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.

Rationale: Restricting the probationary period for a teacher new to the district to one year limits the time period to fully determine the staff member's effectiveness.

Innovation Implementation:

To better support teacher growth and gather performance data, experienced teachers, counselors or nurses new to Floresville ISD that have been employed in public education for at least five of the previous eight years will be issued a probationary contract each year for the first two years from the date of district employment.

Innovation: Teacher Certification

Texas Education Code:

21.003 Teacher Certification
21.053 Presentation and Recording of Certificates
21.057 Parent Notification

Corresponding Board Policies:

DBA (Legal)
DC (Legal)
DK (Legal)

Current State Requirement: Currently, it is mandated that a person may not be employed as an educator unless the individual holds an appropriate certificate issued by the state agency. In the event a school district cannot locate a certified teacher for a position, the district must request emergency certification from the Texas Education Agency and/or the State Board of Educator Certification.

TEC 21.003: A person may not be employed as a teacher by a school district unless the person holds appropriate certification or permit issued as provided

TEC 21.053 (a) A person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding.

(b) An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

TEC 21.057: A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom.

Rationale:

FISD will continue to seek traditionally certified candidates for all teaching positions. The lack of ability for the district to hire the most qualified individuals to teach certain course offerings, particularly Career & Technical Education and other non-core areas creates challenges in course offerings to meet the needs of students and our community. Additionally, a teacher is required to present his or her certificate before their employment contract will be binding, prohibiting the District from paying an educator for teaching if the teacher does not hold a valid certificate at the time.

Innovation Implementation:

The district will establish its own local qualification requirements for high-demand and hard-to-fill positions, with the exception of bilingual and special education. Specifically:

- Principals may submit a request to the Superintendent to allow a non-certified yet highly qualified professional to teach a CTE course, highly specialized/ hard-to-fill area, or a certified educator to teach a subject in a related field for which s/he is not credentialed by the state prior to employing the applicant. The request will outline the reason for the request and document the credentials the recommended teacher possesses. Possible credentials could include
 - Professional work experience
 - Formal training and education
 - Relevant industry licensure or certification
 - Certification in another subject

- Any teaching positions that would typically earn a stipend would waive that stipend until certification is obtained.
- Employees that are not currently SBEC certified will be at-will.
- The district may establish procedures and timelines for employees to obtain certifications.
- State waivers for certification will not be requested
- Parent notification of instructors that do not hold a teaching certificate will not be submitted.

Innovation: Minimum Service and Training Required for Mentors

Texas Education Code:
21.458 Mentors

Corresponding Board Policies
DEAA (Legal)

Current State Requirement:

21.458(b) The commissioner shall adopt rules necessary to administer this section, including rules concerning the duties and qualifications of a teacher who serves as a mentor and the number of classroom teachers that may be assigned to a mentor. The rules concerning qualifications must require that to serve as a mentor a teacher must:

- (1) complete a research-based mentor and induction training program approved by the commissioner;
- (2) complete a mentor training program provided by the district, which the district may allow to be satisfied by completing the training program described by Subdivision (1);
- (3) have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance;

Rationale:

The number of new teachers has exceeded the number of trained mentors. In addition, some new teachers, after a year of experience, are qualified to provide support to novice teachers. Mentor training programs offered by ESCs are not always available when needed.

Innovation Implementation:

Teacher mentors will have at least 1 year of experience and have exceptional skill, knowledge or experience in the targeted instructional areas. The district will establish an effective mentor-training program.

Innovation: Staff Development	
Texas Education Code: 21.451 Staff Development	Corresponding Board Policies DMA (Legal)
Current State Requirement: Current law mandates that staff development for educators must be predominantly campus-based.	
Rationale: Flexibility is needed to conduct district-wide training for a large number of new teachers annually and for all teachers on district-wide initiatives. Required onboarding of new teachers includes a suite of professional development for all new teachers. The district's Strategic Plan also requires training for all staff on district-wide initiatives.	
Innovation Implementation: FISD will provide professional development opportunities for staff to address newly emerging issues, data and student needs.	

Innovation: School Calendar

Texas Education Code:

25.0811 First Day of Instruction

25.0812 Last Day of Instruction

Corresponding Board Policies

EB (Legal)

BF (Legal)

Current State Requirement: Under current Texas state law, a school district may not begin instruction for students for a school year before the fourth Monday in August or end instruction before May 15.

Rationale: Designation of the fourth Monday in August as the first day for instruction restricts the District's ability to balance semesters, align classes with college courses and ease transitions by beginning school on a shortened week. The school start date should be determined locally by the District, on an annual basis, by considering what is best for our community.

Flexibility is needed to provide opportunities to personalize learning and instruction for students as well as offering greater flexibility for professional development for staff.

Innovation Implementation:

A collaborative committee made up of community partners and district staff will develop an instructional calendar that balances semesters, is in alignment with the college partners, begins mid-week and begins instruction prior to the fourth Monday in August. In addition our District Improvement Committee will provide input for the upcoming school year calendar before making a calendar recommendation to the Board of Trustees. As a result, the District will gain local control to develop an annual calendar with flexible start and end dates that best meet the needs of the students and local community.

Innovation: Minimum Attendance for Credit or Final Grade (90% rule)

Texas Education Code: 25.092 (a)(1) and (b)
Minimum Attendance for Class Credit or Final Grade

Corresponding Board Policies

FEC (Legal)
EI (Legal)

Current State Requirement: Current state law requires that students be in attendance a minimum of 90% of the school days to receive credit.

Rationale:

Flexibility is needed to allow students to show mastery of a given course despite unforeseen circumstances that caused their attendance to fall below the 75-90% barrier. These arbitrary percentages are based on “days in class” and not mastery of content. With 1:1 student devices, FISD students are able to complete classwork even when absent from school.

Innovation Implementation:

Principals and attendance committees shall award credit or a final grade to students who

- Earn a passing grade by showing mastery of the content.
- Demonstrate mastery of the content
- Provide district-approved documentation supporting extenuating circumstances regarding absences for less than 75% of days in class.
- Meet all requirements in the principal’s plan and/or requirements of the attendance committee for receiving credit or a final grade.

University Interscholastic League (UIL) rules for compulsory attendance will still be required.

Teachers continue to have the right to assign grades in accordance with Texas Education Code 28.0214 and 28.0218.

Innovation: Class Size	
<p>Texas Education Code: 25.111, Student/Teacher Ratios 25.112 Class Size Waiver 25.113 Notice of Class Size</p>	<p>Corresponding Board Policies EEB (Legal) BF (Legal)</p>
<p>Current State Requirement: State law requires that a school district may not enroll more than 22 students in a prekindergarten, kindergarten, first, second, third or fourth grade class. Exceeding this cap requires a waiver from the Texas Education Agency. If approved, the district must notify parents by specifying the class for which an exception from the limit was granted.</p>	
<p>Rationale: Flexibility with class size will give local control to the District to determine the timing of adding staff while considering the best interest of students. Schools begin the school year with staff based on projections of student enrollment. Enrollment can fluctuate each year. As a result, meeting the 22 to 1 student teacher ratio would require the movement of students from one campus to another.</p>	
<p>Innovation Implementation: FISD will attempt to keep all PreK-4 core classrooms to a 22:1 ratio. FISD will cap staff prekindergarten through fourth grade classrooms with a student to teacher ratio cap of 24:1 to provide flexibility in keeping students on their neighborhood campus. Parent notification will not be provided and a waiver will not be submitted to TEA. Proactively, the district will survey campus enrollment and staffing ratios at the beginning of each school year and monitor throughout the year.</p>	

Innovation: Campus Behavior Coordinator	
Texas Education Code Exemption: 37.0012 Campus Behavior Coordinator	Corresponding Board Policies FO (Legal)
Current State Requirement: State law stipulates that a person at each campus must be designated to serve as the Campus Behavior Coordinator and is responsible for maintaining student discipline.	
Rationale: Having one person responsible for student discipline is not reasonable or practical with the large number of students at each campus. FISD Strategic Plan Goal 2 is that we will cultivate the social and emotional intelligence in each learner.	
Innovation Implementation: FISD will promote a collaborative, restorative and preventive behavior approach in which schools will support the social emotional needs of all students. Staff will continue to receive ongoing training support to create a safe and engaging learning environment.	

Innovation: School District Depositories

Texas Education Code:
45.206 School District Depositories

Corresponding Board Policies
BDAE (Legal)

Current State Requirement: Districts are required to bid depository banking services at a minimum of every six years.

Rationale: There are a limited number of banking entities with the interest in serving and/or the ability to serve the financial needs of the District.

Innovation Implementation:
FISD will continue to review banking services every 2 years, monitor the availability of services and pricing that local banks may offer, and bid for services as needed to support the District's financial needs.

Innovation: Inter-District Transfers

Texas Education Code:

25.036 Inter-district Transfers

Corresponding Board Policies

FDA (Legal)

FDA (Local)

Current State Requirement: Any child, other than a high school graduate, who is younger than 21 years of age and eligible for enrollment on September 1 of any school year may transfer annually from the child's school district of residence to another district in this state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.

Inter-district transfers are accepted for one school year.

Rationale:

Transfer students are expected to follow the attendance requirements and all policies of FISSD.

Innovation Implementation:

In the event a transfer student has excessive absences, excessive discipline or other detrimental behavior, the student's transfer may be immediately revoked.

Innovation: School Health Advisory Council

Texas Education Code:
28.004 School Health Advisory Council

Corresponding Board Policies
BDF (Legal)
EHAA (Legal)
EFA (Legal)
BBD (Legal)

Current State Requirement: 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.

Rationale: The requirements and duties outlined for the School Health Advisory Council may be met through other committees and structures within the district.

Innovation Implementation:

The district will appoint appropriate representatives to collaborate with the relevant district and campus committees regarding health-related curriculum, food service, budget and other related items. In addition, the representative will communicate with all necessary personnel to meet other state and federal requirements for those programs.

Innovation: Planning and Decision Making

Texas Education Code:

11.251 Planning and Decision Making
 11.252 District-Level Planning and Decision Making
 11.253 Campus Planning and Decision Making

Corresponding Board Policies

BQ (Legal)
 BQA (Legal)
 BQB (Legal)

Current State Requirement: TEC 11.252 District Level Planning and Decision Making

a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Section 39.053(c). The district improvement plan must include provisions for:

- (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;
- (2) measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment;
- (3) strategies for improvement of student performance that include:
 - (A) instructional methods for addressing the needs of student groups not achieving their full potential;
 - (B) evidence-based practices that address the needs of students for special programs, including:
 - (i) suicide prevention programs, in accordance with Subchapter G, Chapter 38, which include a parental or guardian notification procedure;
 - (ii) conflict resolution programs
 - (iii) violence prevention programs; and
 - (iv) dyslexia treatment programs;
 - (C) dropout reduction;
 - (D) integration of technology in instructional and administrative programs;
 - (E) positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care;
 - (F) staff development for professional staff of the district;
 - (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities;
 - (H) accelerated education; and
 - (I) implementation of a comprehensive school counseling program under Section 33.005;
- (4) strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - (A) higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;
 - (B) the need for students to make informed curriculum choices to be prepared for success beyond high

school; and

- (C) sources of information on higher education admissions and financial aid;
- (5) resources needed to implement identified strategies;
- (6) staff responsible for ensuring the accomplishment of each strategy;
- (7) timelines for ongoing monitoring of the implementation of each improvement strategy;
- (8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance;
- (9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children; and
- (10) the trauma-informed care policy required under Section 38.036.

TEC 11.253. Campus Planning and Site-based Decision Making

- (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.
- (b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).
- (c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the achievement indicators adopted under Section 39.053(c) and any other appropriate performance measures for special needs populations.
- (d) Each campus improvement plan must:
 - (1) assess the academic achievement for each student in the school using the achievement indicator system as described by Section 39.053;
 - (2) set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29;
 - (3) identify how the campus goals will be met for each student;
 - (4) determine the resources needed to implement the plan;
 - (5) identify staff needed to implement the plan;
 - (6) set timelines for reaching the goals;
 - (7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
 - (8) include goals and methods for violence prevention and intervention on campus;
 - (9) provide for a program to encourage parental involvement at the campus; and
 - (10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - (A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - (B) student academic performance data;
 - (C) student attendance rates;
 - (D) the percentage of students who are educationally disadvantaged;
 - (E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(1); and
 - (F) any other indicator recommended by the local school health advisory council.

(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

Rationale: The specific requirements outlined in TEC 11.252 and 11.253 are of a compliance nature and are not focused on the needs of our District and community. Currently, the prescribed makeup of committees removes flexibility in determining who is able to serve in this capacity. The components that must be addressed by the improvement plan often make the plans cumbersome compliance documents rather than workable guides for actionable goals.

Innovation Implementation:

FISD has a history of collaboratively involving multiple stakeholders in annually assessing campus and district needs and setting goals. The district will continue to strive to provide sufficient and appropriate representation of teacher, paraprofessional, parents and community members on each of the required site-based committees, but will not be required to adhere to representative percentages imposed by the Education Code.

FISD will continue to develop improvement plans, based on identified needs in the Comprehensive Needs Assessment and aligned to the District's vision, mission and strategic plan. The plans will be focused on the high leverage strategies that address the identified needs of the students. Progress reports towards goals will be provided regularly to the Board. Further, the committees will no longer be restricted and overburdened by compliance-focused content, freeing them up to focus on relevant actions aimed at progress toward established goals. Portions of the improvement plans required by federal obligations will not be affected by this exemption.

Teacher Contacts - 2025 Amendment

Texas Education Code:

21.401 (a) (b) (c) Minimum Service Required
21.002 Teacher Employment Contracts

Corresponding Board Policies:

DC (Legal)
DC (Local)

DCB (Legal)
DCB (Local)

DEA (Legal)
DEA (Local)

Current State Requirement: Texas Education Code currently states that an educator must be employed under a 10-month contract and provide a minimum of 187 days of service.

Rationale:

- The district needs the ability to create a work service calendar for teachers that better aligns to the 75,600 minutes required for students.
- Reducing teacher contract days from 187 to a decreased length with no effect on teacher salary would enhance teacher recruitment and retention allowing the district to fill positions with highly qualified teachers.
- A decrease in contracted service days for teachers without affecting teacher salary would increase the daily rate the district pays teachers.

Innovation Implementation:

Floresville ISD will have the ability to evaluate and reduce the number of contract days for certified staff to meet the needs of the district as identified in the adopted school calendar. The number of days may vary each year but will not exceed 187. Any change in contract days will have no effect on annual contracted employee salaries.

Teacher Contracts - 2025 Amendment

Texas Education Code:

21.102 (a) Teacher Employment Contracts
21.102 (b) Term of Probationary Contract

Corresponding Board Policies:

DCA (Legal)
DCA (Local)

DCB (Legal)

Current State Requirement: Texas Education Code states that experienced teachers 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.

Rationale: Restricting the probationary period for a *teacher new to the district* to one year limits the time period to fully determine the staff member's effectiveness.

Innovation Implementation:

To better support teacher growth and gather performance data, experienced teachers, counselors or nurses new to Floresville ISD that have been employed in public education for at least five of the previous eight years will be issued a probationary contract each year for the first three years from the date of district employment.

Grievances- 2025 Amendment

Texas Education Code:

26.011 Grievances
26A.001 Grievance Policy
26A.002 Timelines for Filing and Appeal
26A.003 Posting of Procedures and Forms

Corresponding Board Policies:

FNG (Legal)
FNG (Local)

DGBA (Legal)
DGBA (Local)

GF (Legal)
GF (Local)

Current State Requirement: The Texas Education Code requires the Board of trustees of each school district to adopt a grievance procedure that complies with Chapter 26A under which the board shall address each grievance that the board receives concerning a violation of a right guaranteed by this chapter, of a board of trustees policy, or of a provision of this title.

Rationale:

- The District seeks to resolve issues equitably, timely and at the lowest level possible. The District believes its current grievance policies are effective and achieve the goals of resolving complaints.
- Accuracy of information and access to individuals needed to provide necessary information surrounding an issue could be compromised after 60 to 90 days. It is imperative that grievances and complaints are filed in a timely manner to ensure the best prompt response.
- The district believes that a requirement for complaints to be submitted within 15 district business days from the date the grievant either knows, or with reasonable diligence should have known, of the decision or action that is the subject of the grievance ensures prompt attention and resolution of concerns.
- In cases where the grievant does not receive the requested relief at the prior grievance level, or if the response deadline has passed without a reply, the parent may proceed by requesting a conference with the Superintendent or the Superintendent’s designee to appeal the previous decision. This appeal must be submitted in writing, using the district-provided form, within ten (10) district business days of receiving the written response from Level One or Level Two. If no written response is provided, the appeal must be submitted within ten (10) days following the deadline for the response at the applicable level. The District’s current grievance policies also provide for a Level Three grievance to the board of trustees.

Innovation Implementation:

Floresville ISD has and will continue to adhere to an established grievance policy with procedures and timelines as outlined in its local Board’s policies DGBA, FNG and GF. Such policies ensure thorough documentation of each step in the grievance process and provide adequate time for

complaints to be filed and for complaints to be heard. All records related to grievances, including submitted forms, communications, investigations, findings, resolutions, and any corrective actions are systematically maintained at the district level to ensure transparency, accountability, and compliance with legal and policy standards. The District is committed to monitoring the legality and appropriateness of every decision and action taken. The District is further committed to hearing, reviewing, and attempting to resolve all complaints, as well as to taking corrective action, where appropriate. Floresville ISD's long-standing grievance policy will ensure that all such complaints are carefully reviewed and that the district responses are in alignment with state and federal regulations, as well as all other local board policies.