

Area of Focus-Certification

Texas Education Code: 21.003, 21.055, 21.005, 21.057
Texas Administrative Code: Title 19, Part 7, Chapter 231,
Subchapters A, B, C, D, E, F, G

Policy: DBA (Legal), DBA (Local), DK (Legal)

Rationale:

Relief from this statute could potentially allow the following

- Allow a non-certified yet highly qualified professional to teach OR a certified educator to teach in a related field for which she or he is not credentialed by the state.
- Freedom from reporting teacher certification waivers and state permit applications to the Texas Education Agency.
- Allow the district to establish its own local qualification requirements for high demand career and technical educational courses.
- Freedom from the state requirements will make it possible to hire industry experts and post-secondary instructors to teach dual-credit, STEAM, and vocational/CTE courses, thereby increasing the number of students able to receive such instruction.
- All decisions on teacher certification and assignments will be handled locally. Examples may include the following:
 - Allow an elementary certified teacher with expertise in early grades such as first and/or second teach kindergarten.
 - Allow a teacher certified to teach through grade 6 to teach courses in grades seven and/or eight.
 - Allow a teacher certified to teach elementary level that has specific training in a specific content area to be teacher of record in that content area for middle and/or high school students.
 - Allow a teacher certified in middle school or high school in a specific content area to teach that content at the elementary or intermediate level..

While the District seeks freedom from this law, the following should be considered

- Chapter 21 contracts versus teacher agreements will need to be established

Innovation: TEC Ch. 21.003 Midway ISD seeks to establish its own local qualification requirements and its own requirements for training of professionals and experts to teach such courses in lieu of the requirements set forth in law. This exemption directly supports the move from “highly qualified” requirements in the Every Students Succeeds Act (ESSA) if certified teachers are not available to teach those courses. Non certified teachers will received a non-chapter 21 contract.

Area of Focus-Class Size Waivers

Texas Education Code: 25.112. 25.113

Policy: EEB LEGAL

Rationale:

Relief from this statute could potentially allow the following

- A TEA waiver will no longer be filed when a K-4 classroom exceeds the 22:1 ratio
- Elementary campuses begin the school year with staff based on projections of student enrollment. Often, enrollment exceeds or fails to meet projections for individual campuses. As a result, teachers and/or students may be required to move to another school to meet the 22:1 requirement. As a result, students may not have the opportunity to attend their home campus and teachers may be required to leave established teams and colleagues. Being exempt from the 22:1 requirement allows students to remain in their neighborhood school rather than transferring to another MISD elementary campus.
- Currently, classroom waivers require districts to place any student overage in a single classroom. The innovation allows the student overage to be split between other grade level teachers with a goal to cap each classroom (K-4) at a 24:1 ratio, excluding the last 12 weeks of school.
- Parent notification would not be required when classes exceeds 22:1 student ratio (see below)
- Campuses will gain the freedom to make decisions that are best for students in changing circumstances
- Flexibility in enrollment decisions

While the District seeks freedom from this law, the following should be considered:

- Class size must be balanced with the logistics and timing of adding staff
- Available campus resources or spaces
- Varying academic, social, and physical needs of students
- Age and grade level of students

Innovation: TEC (25.112) (25.113) EEB Legal Class Size Waivers

In accordance with TEC §25.112, Midway ISD will make every effort to begin each school year with enough teachers to establish a student-to-teacher ratio of 22:1 per K-4 homeroom class. However, if the student/teacher ratio averaged across a grade level surpasses 23:1, administrator and teacher approval is required before an additional student is placed in a classroom. If the student/teacher ratio averaged across a grade level surpasses 24:1, parents of all students in each class affected shall be notified. In addition and also consistent with TEC §25.113, if, after consideration of the factors outlined above, any class size that exceeds the 24:1 ratio during the school year, the superintendent will inform and obtain consent from the Board of Trustees.

Area of Focus-Minimum Attendance for Credit

Texas Education Code: 25.092 (28.0214 and 28.0216)

Policy: FEC (Legal), FEC (Local)

Rationale:

Relief from this statute could potentially allow the following:

- Ensure educational advantages through innovation in the method, location, and times instruction may be delivered to students
- Focus instructional practices on meeting the needs of all students
- Nurture a calendar conducive for supporting students in dual enrollment programs by allowing a flexible start and end date
- Abstain from penalizing students who miss class time due to extra/co-curricular activities, academic activities, and/or other extenuating circumstances
- Foster greater blended learning opportunities to promote active learning and improve student outcomes
- Verify mastery of learned outcomes will be determined by overall course grade to earn credit

While the District seeks freedom from this law, the following should be considered:

- Cannot impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules
- Will in no way limit or modify a teacher's right to determine the finality of a grade in accordance with Texas Education Code Section 28.0214
- Should not restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Section 28.0216
- Decisions on course credit can be made on a case-by-case basis, for example, in such an instance where a student is involved in numerous UIL academic, athletics and Ag competitions

Innovation: Texas Education Code Section 25.092 mandates students must be in attendance for at least 90% of the school days the class is offered in order to receive credit. In other words, the law currently requires districts to award class credit to students who passed the course in conjunction with "seat time." Exemption from this requirement will allow the district to provide active learning opportunities to students in the approaches of time, location and method thereby allowing students more voice and choice in determining their learning path related to their post-secondary goals.

Area of Focus: Minimum Minutes of Instruction

Texas Education Code: 25.081 and 25.082

Policy: EC (Legal)

Rationale:

Relief from this statute could potentially allow the following:

- Address the diverse learning needs of Midway ISD students
- Emphasize “learning time” instead of “seat time”
- Provide campuses with the ability to make creative decisions regarding professional development and teacher collaboration time.
- Adjust for instruction and intervention time before and after STAAR assessments
- Allow half-day prekindergarten classes to meet for less than 210 minutes to provide teachers time for lunch and a conference period

While the District seeks freedom from this law, the following should be considered:

- Attaining the goal of 75,600 minutes per year is required for full funding
- Partnerships with college and career readiness programs as it impacts students’ schedules and participation
- Impact on parents and community for adjusted school days
- The district would not schedule early release days under this exemption that were shorter than 240 minutes (4 hours).

Innovation:

The current law (TEC 25.081 and 25.082) confines districts to 75,600 minutes annually and a 420 minute day. Exemption from the required 420 minute school day will give Midway ISD the ability to consider creative options for students with a variety of learning needs. In addition, this plan affords the flexibility for creative scheduling of interleaved and continuous professional development.

Area of Focus: School Discipline

Texas Education Code: Sec. 37.0012

Policy: FO (Legal)

Rationale:

Legal policy, which is also reflected in the MISD Student Code of Conduct, requires that each campus must designate a person to serve as the campus behavior coordinator (CBC). To meet the requirements of the policy, MISD designated the campus principal as the CBC. The CBC is responsible for maintaining student discipline and the implementation of TEC 37.0012.

Relief from this statute could potentially allow the following:

- Multiple administrators would have the authority to handle disciplinary situations and provide notice to parents. Particularly for larger campuses, it is necessary to have more than one individual tasked with this responsibility.
- The campus principal would have more flexibility to designate other administrators to carry out the requirements of the many facets of school discipline.

The recommendation is to change the wording in “campus behavior coordinator” to “campus administrators”.

Innovation: TEC Sec. 37.0012

Each campus should have the freedom to designate more than one CBC to best meet the needs of their students and teachers. Administrators routinely work a caseload of students, and build relationships with these students and their parents. Exemption from the CBC requirement would be in the best interest of the students and parents as administrators address issues, provide interventions, and meet the needs of the students. Additionally, all administrators would share responsibilities, work together, communicate, and collaborate regarding school-wide discipline and research-based, best practices for interventions. As a result, school-wide discipline would be a shared task rather than the sole responsibility of one person designated as the CBC.

Area of Focus-School Calendar

Texas Education Code: 25.0811 and 25.0812

Policy: EB (Legal)

Rationale:

Relief from this statute could potentially allow the following:

- First semester completed before winter break; instructional pacing is more beneficial
- Number of days in the fall and spring semesters would be balanced
- More instructional days before state assessments and advanced placement exams; instructional pacing is more beneficial
- Professional development days could be scheduled with greater flexibility and increased benefit to teachers' schedules
- Flexibility with the first week of school; younger students benefit by not having a full week
- The calendar could align with colleges, providing students with opportunities to attend freshmen orientations
- Allow for graduates to begin college classes with no school conflicts

While the District seeks freedom from this law, the following should be considered:

- Cost of starting early (e.g. cooling cost in August), although most schools are cooled the entire month due to professional development, building maintenance, summer school/remediation, and/or teachers working independently in their classrooms)
- All Administrative Regulations and policies would be followed in relation to extreme heat during recess for younger students
- Adjustments to professional development calendar will need to be addressed
- Start date should be no earlier than August 15 and preferably no earlier than the third week of August
- Prefer that students not have a full week the first week of school

Innovation: TEC Ch. 12 A.003 (b)(1)(B) Modifications to the school day or year

The current law that prohibits the district from starting school before the fourth Monday of August forces the district into a calendar that has minimal opportunity for teacher professional development, requires the semester to end after winter break if the two semesters are to be balanced, and provides negligible time for summer school before state mandated assessment re-takes in the summer. Starting school one week earlier can help minimize the negative impacts the district sees in these areas. Starting earlier will allow for more intentional teacher professional development throughout the school year, and it will also allow students to have a schedule that is more conducive to their learning.

Midway ISD School Calendar 2017-2018 (Option A)

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						8

September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						20

October 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						21

November 2017						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		18
						17

December 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						14

January 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						20

February 2018						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
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March 2018						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						16

April 2018						
S	M	T	W	T	F	S
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29	30					
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May 2018						
S	M	T	W	T	F	S
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27	28	29	30	31		
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June 2018						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FIRST DAY OF SCHOOL /SEMESTER



Aug. 22
Jan. 3

STAFF DEVELOPMENT DAYS



Aug. 9-21
Jan. 2 & May 25

COMP DAYS- NO SCHOOL FOR STUDENTS



Oct. 9
Jan. 15

HOLIDAYS



Labor Day Sep. 4
Thanksgiving Break Nov. 20-24
Winter Break Dec. 21-Jan. 2
Spring Break Mar. 5-9
Good Friday- Mar. 30

EARLY DISMISSAL DAYS



Dec. 20
May 24

BAD WEATHER MAKE-UP DAYS- IF NEEDED



Apr. 2
May 25

LAST DAY OF SCHOOL- GRADUATION-

May 24
tent. May 26

REPORTING DAYS:

1st Grading Period	Days	28
2nd Grading Period	Days	29
3rd Grading Period	Days	23
FIRST SEMESTER DAYS		80
4th Grading Period	Days	32
5th Grading Period	Days	33
6th Grading Period	Days	29
SECOND SEMESTER DAYS		94
TOTAL DAYS		174

Midway ISD School Calendar 2017-2018 (Option B)

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						9

September 2017						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						20

October 2017						
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29	30	31				
						22

November 2017						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		18
						17

December 2017						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						16

FIRST DAY OF SCHOOL /SEMESTER



Aug. 21
Jan. 9

STAFF DEVELOPMENT DAYS FOR STAFF ONLY



Aug. 7-18
Jan. 8

COMP DAYS- NO SCHOOL FOR STUDENTS



Sep. 4
Jan. 15

HOLIDAYS



Thanksgiving Break Nov. 20-24
Winter Break Dec.25-Jan.8
Spring Break Mar. 5-9
Good Friday- Mar. 30

EARLY DISMISSAL DAYS



Dec. 22
May 25

BAD WEATHER MAKE-UP DAYS- IF NEEDED



Feb. 19
Apr. 2

LAST DAY OF SCHOOL- GRADUATION-

May 25
tent.May 26

REPORTING DAYS:

1st Grading Period Days 29
2nd Grading Period Days 30
3rd Grading Period Days 25
FIRST SEMESTER DAYS 84
4th Grading Period Days 28
5th Grading Period Days 32
6th Grading Period Days 30
SECOND SEMESTER DAYS 90
TOTAL DAYS 174 174

January 2018						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			
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February 2018						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
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March 2018						
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April 2018						
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May 2018						
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27	28	29	30	31		
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June 2018						
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Area of Focus Contracts

Texas Education Code: 21.102(b)

Policy: DCA (Legal)

Rationale:

Relief from this statute could potentially allow the following

- The probationary contract may not exceed one year for a person who has been employed as a teacher, counselor, and administrator in public education for at least five of the eight years preceding employment with the district. A one year probationary period is not sufficient to evaluate the teacher's/administrator's effectiveness in the classroom or campus.

Innovation: TEC 21.102(b) For experienced teachers, counselors, administrators new to the district that have been employed as a teacher, counselor or administrator in public education for at least five of the eight previous years, a probationary contract may be issued for up to two years. All other teachers hired in the District may remain on probationary status for three years, and may be issued a fourth year of probation in accordance with TEC 21.102(c).

Area of Focus T-TESS/T-PESS

Texas Education Code: 21.203(b), 352(c)

Policy: DNA (Legal) DNB (Legal)

Rationale:

Relief from this statute could potentially allow the following

- 20% of an overall evaluation score would not be determined by student growth
- Flexibility to align with the standards and expectations in Midway ISD

While the District seeks freedom from this law, the following should be considered

- Administrators must look at individual student progress with teachers to ensure growth is being achieved
- Student progress should be reviewed a variety of ways. Ex. Benchmark testing, pre and post test, state testing, portfolios.
- A goal or goals should be set based on student growth if needed

Innovation: TEC 21.203, 352(c) Midway ISD is currently implementing T-TESS and T-PESS with fidelity. The district will develop a teacher and administrator evaluation system that will be a combination of T-TESS/T-PESS and other best practices to develop a local instrument and/or process that fits the needs and goals of MISD. Midway 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 assessment in determining the performance of its educators. Educator's scores will be individualized based on strengths and areas of growth and then personalized goals will be set based on those growth opportunities.