

CLYDE CISD
DISTRICT OF INNOVATION
PLAN

Renewed: Spring 2026



Clyde CISD

Empowering Leaders. Committed to Success.

Clyde Consolidated Independent School District

District of Innovation Plan

The 84th Texas Legislature passed House Bill 1842 in the spring of 2015, providing public school districts the opportunity to become Districts of Innovation. To qualify, an eligible school district must adopt a five-year innovation plan according to the Texas Education Code.

Clyde CISD is utilizing HB 1842, of the 84th Legislative Session, in order to have more local control in certain areas. HB 1842 allows a traditional public school to have some of the same local flexibility that public charter schools have always been allowed. We feel this is a great opportunity for our local district to tailor a plan based on the needs of our students and community.

The original plan was in effect for the 2018-2019 school year through the 2022-2023 school year. The plan was first amended and renewed in 2021. The plan was further amended in the spring of 2025. In the spring of 2026, the DOI Committee reconvened to amend and renew the plan, to be effective May 2026 to May of 2031. Additional amendments may be proposed and considered at any time by the committee with approval of the Board of Trustees.

Clyde CISD District of Innovation Timeline (Original):

Fall Semester 2017

- Exploration of DOI and possible benefits with district leadership team and Board of Trustees

January 22, 2018

- Board of Trustees adopted resolution to initiate District of Innovation Plan

February 19, 2018

- Board of Trustees held a public hearing regarding DOI
- Board of Trustees approved members of the DOI Advisory Committee

February 26 to March 8, 2018

- Three meetings of the DOI Advisory Committee to discuss and create District of Innovation plan

March 20, 2018

- Fourth meeting of the DOI Advisory Committee to discuss and finalize proposed District of Innovation plan

March 26, 2018

- Board of Trustees updated on proposed DOI plan

April 10, 2018

- District Advisory Committee meets to discuss DOI plan and approve

April 11, 2018

- Post DOI plan on website for at least 30 days

April 11, 2018

- Board notifies Texas Commissioner of Education of intention to vote on plan

May 21, 2018

- Recommended final plan to Board of Trustees for approval

May 22, 2018

- Board of Trustees formally notified Texas Commissioner of Education of approved plan

March 24, 2021 - Renewal Process

- District of Innovation Committee meeting to consider renewing our plan to include exemption from: 21.004(i): Preclusion from providing Alternative Uniform Group Coverage Program. The committee voted unanimously to update and renew our plan by adding this exemption.

March 31, 2021 - Renewal Process

- Clyde CISD Site Base Committee meeting to consider the proposed plan approved by the DOI Committee on March 24th. Site Base member Ron Nelson made the motion and Erin Hughes seconded the motion to send the proposed plan to the Clyde CISD Board of Trustees for final approval. The motion was approved unanimously.

April 1, 2021 - Renewal Process

- Clyde CISD notified TEA of our intent to approve this proposed plan for the Board of Trustees. The proposed plan was posted on the district's website.

May 17, 2021 - Renewal Process

- Clyde CISD Board of Trustees approved the proposed DOI plan as presented.

May 18, 2021 - Renewal Process

- TEA and the Commissioner of Education were notified of the Board's action to approve the District's proposed plan on 5.17.21. All of TEA's requirements were satisfied.
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February 13, 2025 (2025 Amendment Process)

- The District of Innovation Committee and the Clyde CISD Site-Based Committee (acting one-in-the-same) met to consider amending the plan to include several additional exemptions. The committee voted unanimously to amend the plan as presented.

March 7, 2025 (2025 Amendment Process)

- The proposed plan, including the new amendments, were posted on the Clyde CISD website.

March 17, 2025 (2025 Amendment Process)

- Administrators presented the amendments to the Clyde CISD Board of Trustees in a "first reading" of the new District of Innovation Plan.

April 21, 2025 (2025 Amendment Process)

- Clyde CISD Board of Trustees approved the proposed DOI plan as presented.

April 24, 2025 (2025 Amendment Process)

- TEA and the Commissioner of Education were notified of the Board's action to approve the District's proposed plan. All of TEA's requirements were satisfied at this time.
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February 18, 2026 - Renewal Process

- District of Innovation Design Team meeting to consider updating and renewing the plan

February 23, 2026 - Renewal Process

- District of Innovation Design Team meeting to consider updating and renewing the plan; making final recommendations and approval. Saicy Jones made a motion to accept the amendments and renew the plan for a term of five years beginning May 16, 2026 and expiring May 15, 2031. Kristi Beeman seconded the motion. The motion passed unanimously.

February 24, 2026 – Renewal Process

- The proposed amendments and renewal plan was posted on the District's website.

April 7, 2026 - Renewal Process

- Clyde CISD Site-Based Decision Making Committee meets to consider the proposed plan approved by the DOI Design Team on February 23, 2026. Site-based member Candace Holloway made the motion and Trella Satterfield seconded the motion to send the proposed plan to the Board of Trustees for final approval. This motion passed unanimously.

April 13, 2026 - Renewal Process

- Clyde CISD Board of Trustees approved the proposed DOI plan as presented.

April 16, 2026 - Renewal Process

- TEA and the Commissioner of Education were notified of the Board's action to approve the District's proposed plan. All of TEA's requirements are satisfied.

Original District of Innovation Advisory Committee

Teresa Parks (teacher - CES)
Jessica Harrison (teacher - CES)
Trella Satterfield (teacher - CES)
Kristi Beeman (parent)
Kim Jones (campus administration - CES)
Christy Hamaty (teacher - CIS)
Jaime Aleman (teacher - CIS)
Jamie Munoz (campus administration - CIS/CES)
Jill Morphis (campus administration - CIS)
Monty Barnett (parent)
Laura Carr (teacher - CHS)
Ronald Nelson (teacher - CHS)
Kathryn Gay (teacher - CHS)
Carrie Conner (counselor - CHS)
Gregg Wilson (campus administration - CHS)
Aaron Laughlin (parent)
Angela Burson (technology)
Amanda Cairns (teacher - CJH)
Heather McClure (teacher - CJH)
Mindy Wilson (counselor - CJH)
Jared Duncum (campus administration - CJH)
Amy Yates (parent)
Bethany Powell (parent)
Judy Clifton (community/business)
Ada Vernon (community/business)
Robert Stone (community/business)
Daniel Noworatzky (community/business)
Paula Kinslow (district administration)
Kenny Berry (district superintendent)

2025 District of Innovation Advisory Committee

Karen Berry

Trella Satterfield

Kelley Floyd

Kristi Beeman

Candice Holloway

Christi Howe

Evan Hindman

Alan Brister

Jennifer Corbin

Makenzie Bingham

Jamie Munoz

Daniel Noworatzky

Paula Kinslow

Bryan Allen

Lola Bailey

RickAnn Diaz

2026 District of Innovation Design Team

Mildred Petty

Trella Satterfield

Kelley Floyd

Kristi Beeman

Candice Holloway

Christi Howe

Saicy Jones

Angela Patton

Amy Saunders

Joshua Parker

Jamie Munoz

Paula Kinslow

Bryan Allen

2026 District Site-Based Decision Making Team

Karen Berry

Trella Satterfield

Kelley Floyd

Kristi Beeman

Candice Holloway

Christi Howe

Evan Hindman

Alan Brister

Mckenzie Bingham

Joshua Parker

Jamie Munoz

Daniel Noworatzky

Paula Kinslow

Bryan Allen

Lola Bailey

RickAnn Diaz

Original Clyde CISD Board of Trustees

<u>Member Name</u>	<u>Board Position</u>
Greg Welch	President
Patrick Burson	Vice President
Mitch Ezell	Secretary
Jerry Don Black	Member
Russell Chapman	Member
Darryl Harris	Member
Robert Frost	Member

Current Clyde CISD Board of Trustees

<u>Member Name</u>	<u>Board Position</u>
Robert Frost	President
Greg Welch	Vice President
Bethany Powell	Secretary
Jerry Don Black	Trustee
Jay Louder	Trustee
Rufus Quintanilla	Trustee
Cody Walton	Trustee

Exemption from: §25.0811 Uniform School Start Date

Currently:

A district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system. A district may not receive a waiver for this requirement.

Rationale for Exemption:

This flexibility of the start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and local community. It also offers the following opportunities:

- The ability to better balance the instructional calendar.
- Students participating in dual enrollment opportunities will work with semesters that are better balanced, which allows for better alignment with our local colleges.
- An early start date allows for more instructional time prior to state assessments.
- Creates options for providing for a shortened first week of school for students and staff.

Innovation Strategies:

The district will determine, on an annual basis, when each school year will begin. The start date (if before the date required by law) will need to be approved by the DAC by majority vote.

Exemption from: §21.401 Teacher Contract Days

Currently:

As outlined in Chapter 21 of the Texas Education Code, teachers employed on a ten-month contract are required to provide a minimum of 187 days of service.

Rationale for Exemption:

TEC 25.081 changed instructional time for students from 180 days to 75,600 minutes. However, the number of contract days required of teachers was not addressed. Clyde CISD will consider reducing teacher contracts days on a yearly basis based on training needs with no effect on teacher salaries. The district will consider legislative mandates, new initiatives, etc. when determining the amount of days needed for teacher/staff training. Once those needs are determined, the district will lessen (if possible) the number of contract days from the current 187 days with no effect on teacher salaries.

Innovation Strategies:

By Clyde CISD having the option to reduce the required teacher contract days with no effect on teacher salaries, the benefits would include:

- District contract days will be more competitive with other districts.
- Teacher recruitment will be enhanced.
- Increase daily rate of district teachers.
- Improve teacher morale.
- In each year of the plan, this flexibility will be part of the calendar planning process to consider a reduction in the number of teacher contract days to be recommended by DAC and district administration.

Exemption from: §21.003 Teacher Certification

Currently:

State law states that a person may not be employed as a teacher by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency. In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must request emergency certification from the Texas Education Agency and/or State Board of Educator Certification. **(TEC 21.003)**.

Rationale for Exemption:

Current law inhibits the District's ability to hire teachers in hard to fill positions as well as elective positions. It does not take into account the unique instructional, geographical, or financial needs of our district. The district will maintain its current expectations for employee certification and will make every attempt to hire individuals with appropriate certifications for positions in question. However, when 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. Clyde CISD would like the ability to hire individuals for at will employment to better meet the educational needs of our students.

Innovation Strategies:

- An individual with a college degree, certification in a trade, or experience in a CTE (Career Technology Education) field could be eligible to teach CTE courses related to his or her expertise or experience through local certification. The principal will submit the reasoning for the request and document the individual's qualifications. Qualifications that may be considered include but are not limited to; professional work experience, formal training and education, active professional relevant industry certification, a combination of work experience, training, and education, and/or demonstration of successful experience working with students. Upon approval, the superintendent will notify the Board of Trustees of the intent to hire this individual prior to the individual being employed.

- An employee working under this rule will be appraised using T-TESS or another district approved appraisal method.
- An employee working under this rule will attend professional development at the discretion of the campus principal.
- Employees working under this rule will be provided a campus mentor, as needed.

A teacher certification waiver, state permit applications, or other paperwork will not be submitted to the Texas Education Agency. (Please note that special education and bilingual teachers must continue to be certified through SBEC).

Exemption from TEC §33.006 (d-h); School Counselor Responsibilities

Currently:

TEC§33.006 (d-h) passed during the 87th legislative session, requires a school counselor to spend at least 80% of the school counselor's total work time on duties that are components of the school counseling program, requires the Board to adopt a related policy, and requires the district to provide documentation relating to compliance to the Commissioner of Education. To comply, counselors must track/log time spent on duties daily.

Rationale for Exemption:

The statute impedes the district's ability to meet the ever changing needs of its students and school operations by restricting the ability of Clyde CISD counselors to fulfill other important roles throughout the district, including but not limited to, special education and 504 monitoring, scheduling, student assessment, etc. While it is still the intent and goal of Clyde CISD that its certified counselors focus on the school counseling program, temporal restrictions and time logging/tracking requirements, which would be necessary to confirm strict adherence to and 80/20 allocation, are an ineffective use of employee time and impedes the district's ability to use its counseling staff in a variety of roles to best serve the needs of Clyde CISD students.

Innovation Strategies:

To best serve Clyde CISD students, decisions on counselor duties and allocation of work time will be locally determined. This exemption will grant Clyde CISD greater flexibility in appropriately allocating limited resources to accomplish necessary district goals and to better meet student needs.

Exemption from TEC §21.102; Probationary Contracts for Experienced Teachers

Currently:

Current law states that a probationary contract 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 with the district.

Rationale for Exemption:

This period of time is not sufficient to evaluate the teacher's effectiveness in the classroom since teacher contract timelines demand that employment decisions must be made prior to the availability of end of year classroom and student data.

Innovation Strategies:

For experienced teachers, counselors, librarians, or nurses new to Clyde CISD that have been employed as a teacher in public education for at least five of the eight previous years, the probationary period when becoming employed by Clyde CISD shall be for a period of two years with probationary contracts issued for each of the two years.

Exemption form TEC §25.001 and TEC §25.036; Transfer Students

Currently:

Currently in TEC §25.001, a school district may choose to accept, as transfers, students who are not entitled to enroll in the district. Under TEC §25.036 a transfer is interpreted to be for a period of one school year. FDA (Local) states, "Transfers shall be granted for one regular school year at a time."

Rationale for Exemption:

An exemption from the one school year requirement for accepting a transfer application would allow the district to accept high risk transfer students. Students that are seeking a school change in hopes of starting fresh to help with their school grades, attendance, and discipline could potentially not be accepted because of the one year requirement. Clyde CISD maintains a transfer policy under FDA (Local) requiring nonresident students wishing to transfer to file a transfer application each school year. In approving transfer requests, the availability of space and instructional staff, availability of programs and services, the student's disciplinary history records, the student's grades, and attendance records are taken into consideration for approval.

Innovation Strategies:

Transfer students are expected to follow the attendance requirements, rules, policies, and regulations of the District. Strategies:

- *Student Behavior.* When the student's behavior warrants any In-School suspension, the Superintendent or designee may revoke the transfer application. Each case will be handled on a case-by-case basis according to discipline history and circumstances. If a student's behavior results in a DAEP placement or expulsion, the transfer application will immediately be revoked.
- *Attendance.* If a student's attendance falls below 90% or the TEA truancy standard of four unexcused absences in a four week period or ten unexcused absences in a 6 month period of time, the transfer application will immediately be revoked.

In all situations, communication with parents will be a priority.

Exemption from TEC §26.006 and §26.002; Access to Instructional Materials and Syllabi Requirement

Currently

TEC §26.006 and §26.002 provides that parents are entitled to review all materials used in a class, including textbooks, supplementary materials, and online content. Districts must also ensure that parents can access instructional materials on the District's website or homepage at the beginning of each semester.

Rationale

Clyde CISD acknowledges the goal of the statutory requirement to post all instructional materials on the District website before the start of a school year, however the requirement as written does not fully align with the diverse instructional needs of our district and can create unnecessary burdens without improving transparency for families

Innovation Strategies

The District will continue to welcome parents to submit any questions or concerns about instructional materials or lessons plans to their student's campus administration. CCISD has a review process in place to address questions and provide clarifications, including the parent's ability to directly send their inquiries to their child's assigned instructor or campus administration.

Exemption from TEC §28.022; Number of Teacher-Parent Conferences

Currently

TEC §28.022 requires that the District conduct two in-person parent-teacher conferences each school year.

Rationale

The new requirement creates a burden for District personnel that does not inherently promote efficient and impactful ways for parents and students to engage with educators or improve student performance. Additionally, CCISD provides other opportunities for parents to engage with their child's educators in ways and methods that accommodate the schedules of parents and CCISD teachers.

Innovation Strategies

CCISD shall be exempt from this requirement. Its staff will continue to provide one (1) parent-conference per academic year. Additionally, the District staff accommodate as many meetings as necessary to support family schedules and ensure open, ongoing dialogue and collaboration. Other engagement opportunities will include, but not be limited to, open houses, parent nights, meet the teacher nights, leadership events, etc.

Exemption from TEC §33.026; Acquisition of Library Materials

Currently

TEC §33.026 requires school boards to adopt a library acquisition policy that includes specific procedures school districts must follow before acquiring library materials. The law requires that materials be reviewed and approved in advance by a certified school librarian and be verified for compliance with age-appropriateness, educational suitability, and community standards. Additionally, it mandates a multi-step vetting process, documentation of acquisition decisions, and the public posting of selected materials before they are made available to students.

Rationale

The statutory process under § 33.026 introduces redundant and restrictive requirements that may delay access to timely instructional and enrichment resources. It also places bureaucratic barriers in front of trained library professionals who are certified to select age-appropriate, curriculum-aligned materials, that are consistent with standards set by Texas law. Additionally, the public pre-approval requirement undermines the expertise of certified school educators and creates delay and roadblocks in getting library materials to students who benefit from them. Furthermore, the mandated documentation process creates an administrative burden that consumes time and resources better allocated to instructional support. While CCISD fully supports transparency and parental engagement in the school library process, the rigid requirements of TEC § 33.026 are unnecessary and duplicative of local safeguards already in place.

Innovation Strategies

The District shall maintain and adhere to its robust, board-approved policies, implemented by certified librarians in place that govern the acquisition of library materials in a manner that ensures transparency, appropriateness, and educational value. These policies and procedures are fully compliant with the standards required by Texas law and guidance from the Texas Education Agency. This exemption allows the District to preserve instructional flexibility, uphold librarian professionalism, and provide students with timely access to enriching and appropriate materials—without compromising accountability or community trust. Thus, the District shall maintain its practices as it relates to the acquisition of library materials, which shall include the input and review of the district librarian and other district-level officials.

Exemption from TEC § 33.025; Local School Library Advisory Council

Currently

TEC § 33.025 requires school districts to establish a School Library Advisory Council at any campus where either 10% of parents or 50 parents (whichever is fewer) submit a written request for such a council. The council must include at least five members, with a majority being parents of currently enrolled students who are not employed by the district. The council is tasked with reviewing library materials, providing input on the selection and removal of resources, making recommendations to ensure materials are age-appropriate and aligned with community values, reviewing all books and other material objected to by any District parent, and advising on such objections. The law also requires districts to notify parents of their right to request council formation and to maintain transparency through open meetings, public records, and timely reporting of council activities and decisions.

Rationale

The District already has strong, board-approved procedures in place for selecting, reviewing, and reconsidering library materials—led by the District’s certified librarian and educators. The District process is also aligned with state-mandated requirements and guidance from the Texas Education Agency. Creating an advisory council risks undermining the professional judgment of educators and librarians, introduces the judgment of non-certified individuals, introduces potential for politicization of instructional resources, and could very easily lead to inconsistency across campuses. Furthermore, the statute presents an administrative burden, requiring staff time and resources that would be better directed toward student learning and support.

Innovation Strategies

Clyde ISD will be exempted from the statutory requirement that mandates the creation of a School Library Advisory Council upon petition by 10% of parents or 50 parents. The District shall continue to allow meaningful parental review and involvement, including access to their child's library checkout records if requested, formal challenge procedures, and transparency in material selection. In addition, concerned individuals may also speak with teachers, administration, and/or the school board through District complaint processes and/or during the open forum of any regularly scheduled board meeting. The District remains committed to ensuring age-appropriate and educationally sound resources while maintaining an efficient and effective oversight structure that includes educator expertise and parent input, without the disruption and/or duplication caused by the statutory requirements in § 33.025.

Exemption from TEC 26.011(a), 26A.001, 26A.002, 26A.003; Grievance Policies and Procedures

Currently

According to Texas Education Code Sections 26.011(a), 26A.001, 26A.002, 26A.003, the Board of trustees of each school district are required 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

Clyde CISD follows established grievance procedures as outlined in district policy, specifically in relation to the timelines for filing an appeal and for hearing such complaints. 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) district business 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, except for grievances related to extracurricular activities. Accuracy of information and access to individuals that are needed to provide necessary information surrounding an issue could be compromised after 60 to 90 days following an event that a parent wishes to grieve. It is imperative that grievances and complaints are filed in a timely manner to ensure the best and most prompt response.

Exception

Clyde CISD 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 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. CCISD's long-standing grievance policy will ensure that all such complaints are carefully reviewed and that district responses are in alignment with state and federal regulations, as well as all other local board policies. Additionally, the District will review its local grievance procedures and processes regularly to determine appropriate modifications deemed necessary. Any modifications to local grievance policies shall be reflected in the District's local policy manual.