Spring Branch
Independent School District

**District Improvement Team**
**Thursday, March 4, 2021**
**5:00 – 7:00 pm**

**Via Zoom**
**https://zoom.us/j/94185283977?pwd=ODZ6K0VSU1dUcFEzMXhlWXI4M25DQT09**

## AGENDA

| | |
|---|---|
| **Welcome** | Anne Daily and John Pisklak, District Improvement Team Co-Chairs |
| **Approval of Minutes** | Anne Daily and John Pisklak |
| **District Update** | Dr. Jennifer Blaine, Superintendent of Schools |
| **Student Handbook Update** | Dr. Lance Stallworth, Executive Director for Student Support Services |
| **Code of Conduct Update** | Trish Thomas, Executive Director for Elementary Administration and Sofia Petrou, Executive Director for Secondary Administration |
| **District Improvement Plan Updates** | Dr. Rebecca Brown, Executive Director for Student Instructional Services |
| **Visioning Committee Update – Core Characteristics of a T-2-4 Ready Graduate** | Linda Buchman, Associate Superintendent for Communications and Community Engagement |
| **2021 DIT Elections Update** | Linda Buchman |

**2020-21 DIT Meeting Dates:**
Thursday, April 1
Thursday, May 6

**District Improvement Team (DIT) Meeting**
**Thursday, February 4, 2021**
**5:00 – 7:00 p.m.**
**MINUTES**

**Meeting start time:** 5:03 pm **Meeting end time:** 6:32 pm

**Member Attendance (21)**
Jennifer Blaine, Carla Braxton, Minda Caesar, Kristin Craft, Anne Daily, Ivonne Davis, Michael Ferrier, Shaundra Jacobs, Vanya Karia, Richard Kelvin, Matt Kiger, Julie Knapp, Noemi Lopez, Larry Maple, Michelle Marcil, Michelle Nall, Abena Ntoso, John Pisklak, Van Tran, Kate Waldorf, Katie Wiseman

*Percent of DIT members in attendance:* 50**%**

**Non-Member Attendance (7)**
Amy Accardo, Rebecca Brown, Linda Buchman, Lawanda Coffee, Joyce Evans, Keith Haffey, Gary Henry

**Welcome and Approval of Minutes**
DIT Co-Chair Anne Dailey welcomed attendees and introduced new member Abena Ntoso from Northbrook High School. Ms. Dailey then called for a motion to approve the January minutes as posted. Member Michael Ferrier moved to approve and member Larry Maple seconded. No members opposed.

**Equity Plan Update**
Ms. Lawanda Coffee, Director for External Funds and Compliance, provided a brief update on the district's Equity plan required by the Every Student Succeeds Act (ESSA). The Texas Education Agency (TEA) requires districts to submit plans addressing potential inequities for students taught at higher rates by inexperienced, ineffective, or out-of-field teachers. Spring Branch submitted our most recent plan in spring 2020, and the first check-in with Region 4 was last week. Region 4 provided a copy of our plan to TEA as an exemplar of what other districts could be doing to close gaps.

Mr. Gary Henry, Director of Talent and Support Services, discussed specific strategies used by Human Resources to recruit experienced teachers, including use of the Brazen platform to conduct virtual career fairs. Savings on out-of-state recruiting trips also allowed for more spending on strategic advertising (including TV and radio) to increase Spring Branch's name recognition. The district will continue to monitor teacher recruitment numbers and rely on feedback from teacher and principal surveys to increase candidate interest.

**Reading Diagnostics Update**
Dr. Kristin Craft, Associate Superintendent for Academics, reviewed the state's requirements around reading diagnostics. House Bill 3 (HB3) requires specific assessments to be administered at grades Kindergarten, 1, 2 and 7. For Kinder, there are two choices for beginning-of-year diagnostics, but there is more flexibility for the other grades. Spring Branch has used the Measures of Academic Progress (MAP) as our primary reading assessment for the past 4 years, but MAP is not included in the TEA-approved reading diagnostic list.

The district formed an internal committee, led by Humanities Director Joyce Evans, to study reading assessment options and provide recommendations. Ms. Evans explained the committee's evaluation process and noted that districts can adopt an alternate reading diagnostic tool as long as it fits these criteria:

1) based on published scientific research in reading
2) valid and reliable
3) age and grade appropriate
4) identifies specific difficulties in word analysis, fluency and comprehension, and
4) assists the teacher in making individualized instructional decisions based on the results.

The committee completed rubrics for both the state's recommended assessments and the MAP. This process took one month, and final committee recommendations were:

Kindergarten: Tx-KEA for beginning-of-year, MAP Growth English/Spanish for middle and end-of-year
1st: MAP Growth English/Spanish for beginning, middle and end-of-year
2nd: MAP Growth English/Spanish for beginning, middle and end-of-year
7th: MAP Growth for beginning, middle and end-of-year

Dr. Rebecca Brown, Executive Director for Instructional Services, described the MAP Growth assessment in more detail. Because it is computerized and adaptive to student responses, it helps determine what the student knows and what they are ready to learn. This allows for more personalized learning plans, aligning with the Spring Branch priority of Every Child.

In summary, the committee affirmed that MAP meets TEA's reading diagnostic requirements. The district is now seeking approval from DIT to use MAP as an alternative reading diagnostic tool for grades 1, 2 and 7. DIT members responded to the following poll:

**Questions:**

- Do you feel comfortable making a recommendation based on the information you have received this evening?
- Do you approve the district recommendation that MAP be used as the additional reading assessment in grades 1, 2 and 7?

**Results:**
Nineteen (19) members responded affirmatively to both questions. No members opposed.

**District Update**
Dr. Jennifer Blaine provided an update on school finance. If the state chooses not to fully fund districts impacted by pandemic-driven lower enrollment, our financial impact will be a loss of $2.5M. There will also be a gap of $15M for recapture payments, since enrollment is down but property values remained stable. The legislature wants to ensure districts are doing due diligence to find missing students.

The state also needs to locate money to fund HB3, as there is currently a deficit based on revenue estimates. If Texas uses federal stimulus money to supplant ongoing expenses, this could create a situation leading to cuts later when the stimulus runs out. The district's legislative liaisons will track developments closely.

**Texas Academic Performance Report (TAPR)**
Dr. Keith Haffey, Executive Director of Assessment and Compliance, presented the 2019-20 TAPR report, which was also presented to the Board of Trustees on January 25. Dr. Haffey stated that due to the cancellation of the STAAR test last spring, the two years of STAAR data in the report are the same two years of data that were in last year's 2018-2019 TAPR report.

**Visioning for the Future Committee and 2021 DIT Elections**

Ms. Linda Buchman, Associate Superintendent for Communications and Community Engagement, noted that Trustees will review the Visioning Committee's draft Core Characteristics of a T-2-4 Ready Graduate at the next Board workshop. Pending any changes, the Board will consider approving these at the February 22 meeting.

DIT elections for the 2021-2023 term are also in process. Certified staff candidate applications are posted on the DIT website, and the parent lottery closes March 5. Ms. Buchman thanked DIT members for their ongoing commitment.

**Closing**

Ms. Daily adjourned the meeting at 6:32pm.

*Annotated 01.19.21*

**Spring Branch Independent School District**

# Student / Parent Handbook

~~2020-2021~~ 2021-2022

**The foundation of success, for our students and our school system, is rooted in our core values and these values define the Spring Branch Way.**

Our five Core Values affirm who we are, what we stand for, how we treat each other, what we prioritize, and what guiding principles we live by as members of the Spring Branch ISD family. Our Core Values are easily remembered as **The Five C's**. They focus us on what matters most and provide a unified sense of purpose.

These essential, non-negotiable ideals and expectations define who we are as Spring Branch ISD, individually and collectively, when we are at our best.

▪ **Every Child** - We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

▪ **Collective Greatness** - We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

▪ **Collaborative Spirit** - We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

▪ **Limitless Curiosity** - We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

▪ **Moral Compass** - We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Dear Parents and Students:

Welcome to our school. We hope you will have a happy and successful year. This booklet has been prepared in order that students and parents can become better informed about our school policies and procedures. We call your attention to the inclusion of additional information regarding the *Student Code of Conduct* and individual school procedures. If you have questions about any of the material in this Handbook, please contact the school principal.

## School Safety

Spring Branch Independent School District continues to strive to provide a safe environment for all students and staff as well as anyone visiting our schools or other District facilities. Precautions will be taken that include, but are not limited to, visitor registration at all schools; possible searches of backpacks, purses, bags, and other containers that may conceal items that could be used as weapons; close supervision by staff members; and continuous monitoring of facilities by the SBISD Police Department. In the event of emergencies that require shelter-in-place procedures, affected District facilities will be closed with no one allowed to enter or leave the facilities until an “all clear” is given by the SBISD Police Department.

Your cooperation in all areas related to safety is greatly appreciated.

## Code of Civility

Civility is the affirmation of what is best about each of us individually and collectively, not just an absence of harm. Therefore, SBISD requires that we communicate (faculty and staff, students, parents, guardians and members of the community) in the following manner:

Treat each other with courtesy and respect at all times:

1. Listen carefully
2. Share opinions and concerns in a civil manner
3. Refrain from loud or offensive language
4. Refrain from profanity or offensive gestures
5. Refrain from threats, including but not limited to causing property damage or bodily harm

Take responsibility for your actions:

1. Share accurate information
2. Manage anger appropriately
3. Refrain from disrupting or interfering with classroom or school operations

Cooperate with one another:

1. Obey school rules and district policy
2. Respect each other's time
3. Notify one another when we have information that affects student safety or success
4. Respond when asked for assistance
5. Understand that compromise is key

## Parent Protocol for Problem-Solving Process

Although we strive for collaboration at all times, parents/guardians may require additional assistance in resolving a situation. Please familiarize yourself with SBISD's general problem-solving process which includes:

1. Contact the appropriate campus staff member immediately. The most direct route to resolving a concern is to confer directly with the person involved. (Example: If the concern is related to the classroom, the teacher should be the person contacted.)
2. If not satisfied, contact the appropriate administrator (Assistant Principal or Principal) in charge of the campus and responsible for concerns that may arise from the school's operation. Explanations of policies and procedures, various clarifications and all types of campus information are available at the campus level.
3. Contact the appropriate central office administrator within a week. This may be a Director, Executive Director, Community Superintendent, or Associate Superintendent. This step should be taken only when steps 1 and 2 have not resolved the concern.

# ELEMENTARY SCHOOLS

| | | | | |
|---|---|---|---|---|
| Buffalo Creek Elementary | | 7:20 A.M. – 2:30 P.M. | 2801 Blalock, 77080 | 713-251-5300 |
| Bunker Hill Elementary | | 7:50 A.M. – 3:00 P.M. | 11950 Taylorcrest, 77024 | 713-251-5400 |
| Cedar Brook Elementary | | 7:20 A.M. – 2:30 P.M. | 2121 Ojeman, 77080 | 713-251-5500 |
| Edgewood Elementary | | 7:20 A.M. – 2:30 P.M. | 8757 Kempwood, 77080 | 713-251-5600 |
| Frostwood Elementary | | 7:50 A.M. – 3:00 P.M. | 12214 Memorial Dr., 77024 | 713-251-5700 |
| Hollibrook Elementary | | 7:50 A.M. – 3:00 P.M. | 3602 Hollister, 77080 | 713-251-5800 |
| Housman Elementary | | 7:20 A.M. – 2:30 P.M. | 6705 Housman, 77055 | 713-251-5900 |
| Hunters Creek Elementary | | 8:05 A.M. – 3:15 P.M. | 11339 Britoak, 77079 | 713-251-6000 |
| Meadow Wood Elementary | | 7:50 A.M. – 3:00 P.M. | 14230 Memorial Dr., 77079 | 713-251-6200 |
| Memorial Drive Elementary | | 7:50 A.M. – 3:00 P.M. | 11202 Smithdale, 77024 | 713-251-6300 |
| Nottingham Elementary | | 7:50 A.M. – 3:00 P.M. | 570 Nottingham Oaks, 77079 | 713-251-6400 |
| Pine Shadows Elementary | | 7:20 A.M. – 2:30 P.M. | 9900 Neuens, 77080 | 713-251-6500 |
| Ridgecrest Elementary | | 7:50 A.M. – 3:00 P.M. | 2015 Ridgecrest, 77055 | 713-251-6600 |
| Rummel Creek Elementary | | 7:50 A.M. – 3:00 P.M. | 625 Brittmoore, 77079 | 713-251-6700 |
| Shadow Oaks Elementary | | 7:20 A.M. – 2:30 P.M. | 1335 Shadowdale, 77043 | 713-251-6800 |
| Sherwood Elementary | | 7:20 A.M. – 2:30 P.M. | 1700 Sherwood Forest, 77043 | 713-251-6900 |
| Spring Branch Elementary | | 7:20 A.M. – 2:30 P.M. | 1700 Campbell Road, 77080 | 713-251-7000 |
| Spring Branch Academic Institute | | 7:50 A.M. – 3:00 P.M. | 8390 Westview, 77055 | 713-251-2219 |
| Spring Shadows Elementary | | 7:20 A.M. – 2:30 P.M. | 9725 Kempwood, 77080 | 713-251-7100 |
| Terrace Elementary | | 7:20 A.M. – 2:30 P.M. | 10400 Rothbury, 77043 | 713-251-7200 |
| Thornwood Elementary | | 7:50 A.M. – 3:00 P.M. | 14400 Fern, 77079 | 713-251-7300 |
| Treasure Forest Elementary | | 7:20 A.M. – 2:30 P.M. | 7635 Amelia Road, 77055 | 713-251-7400 |
| Valley Oaks Elementary | | 7:20 A.M. – 2:30 P.M. | 8390 Westview, 77055 | 713-251-7500 |
| Westwood Elementary | | 7:50 A.M. – 3:00 P.M. | 10595 Hammerly, 77043 | 713-251-2100 |
| Wilchester Elementary | | 7:50 A.M. – 3:00 P.M. | 13618 St. Mary's, 77079 | 713-251-7700 |
| Woodview Elementary | | 7:20 A.M. – 2:30 P.M. | 9749 Cedardale, 77055 | 713-251-7800 |
| | | | | |
| Bendwood | PK4: | 7:25 A.M. – 2:35 P.M. | 12750 Kimberley, 77024 | 713-251-5200 |
| Bear Blvd. School | PK3: A.M. | 7:15 A.M. – 10:20 A.M. | 8860 Westview, 77055 | 713-251-7900 |
| | PK3: P.M. | 11:15 P.M.– 2:25 P.M. | | |
| | PK4 | 7:15 A.M. – 2:25 P.M. | | |
| Lion Lane School | PK3: A.M. | 7:15 A.M. – 10:20 A.M. | 2210 Ridgecrest, 77055 | 713-251-6100 |
| | PK3: P.M. | 11:15 P.M.– 2:25 P.M. | | |
| | PK4 | 7:15 A.M. – 2:25 P.M. | | |
| Panda Path School | PK3: A.M. | 7:15 A.M. – 10:20 A.M. | 8575 Pitner, 77080 | 713-251-8000 |
| | PK3: P.M. | 11:15 P.M.– 2:25 P.M. | | |
| | PK4 | 7:15 A.M. – 2:25 P.M. | | |
| Tiger Trail School | PK3: A.M. | 11:15 A.M.– 2:25 P.M. | 10406 Tiger Trail, 77043 | 713-251-8100 |
| | PK3: P.M. | 11:15 P.M.– 2:25 P.M. | | |
| | PK4 | 7:15 A.M. – 2:25 P.M. | | |
| Wildcat Way School | PK3: A.M. | 7:15 A.M. – 10:20 A.M. | 12754 Kimberley, 77024 | 713-251-8200 |
| | PK3: P.M. | 11:15 A.M – 2:25 P.M. | | |
| | PK4 | 7:15 A.M. – 2:25 P.M. | | |

## MIDDLE SCHOOLS

| | | | |
|---|---|---|---|
| Cornerstone Academy | 8:00 A.M. – 3:30 P.M. | 9016 Westview, Bldg. C 77055 | 713-251-1600 |
| KIPP Courage @ Landrum MS | 7:30 A.M. – 4:00 P.M. | 2200 Ridgecrest 77055 | 713-251-3800 |
| Landrum Middle School | 8:20 A.M. – 3:55 P.M. | 2200 Ridgecrest 77055 | 713-251-3700 |
| Memorial Middle School | 8:40 A.M. – 3:55 P.M. | 12550 Vindon 77024 | 713-251-3900 |
| Northbrook Middle School | 8:20 A.M. – 3:55 P.M.<br>Wed. only – 2:03 P.M. | 3030 Rosefield 77080 | 713-251-4100 |
| Spring Branch Academic Institute | 8:40 A.M. – 3:55 P.M. | 14555 Fern 77079 | 713-251-3400 |
| Spring Branch Middle School | 8:40 A.M. – 3:55 P.M. | 1000 Piney Point 77024 | 713-251-4400 |
| Spring Forest Middle School | 8:40 A.M. – 3:55 P.M. | 14240 Memorial 77079 | 713-251-4600 |
| Spring Oaks Middle School | 8:40 A.M. – 3:55 P.M. | 2150 Shadowdale 77043 | 713-251-4800 |
| Spring Woods Middle School | 8:40 A.M. – 3:55 P.M. | 9810 Neuens 77080 | 713-251-5000 |
| Westchester Academy for International Studies | 8:00 A.M. – 3:30 P.M. | 901 Yorkchester 77079 | 713-251-1800 |
| YES Prep @ Northbrook MS | 7:50 A.M. – 3:55 P.M. | 3030 Rosefield 77080 | 713-251-4200 |
| Disciplinary Alternative Educational Program (DAEP) | 8:40 A.M. – 3:55 P.M. | 9000 Westview 77055 | 713-251-1755 |

## HIGH SCHOOLS

| | | | |
|---|---|---|---|
| Memorial High School | 7:35 A.M. – 3:00 P.M. | 935 Echo Lane 77024 | 713-251-2500 |
| Northbrook High School | 7:35 A.M. – 3:00 P.M. | #1 Raider Circle 77080 | 713-251-2800 |
| Spring Woods High School | 7:35 A.M. – 3:00 P.M. | #1 Tiger Trail 77080 | 713-251-3100 |
| Stratford High School | 7:35 A.M. – 3:00 P.M. | 14555 Fern 77079 | 713-251-3400 |
| Academy of Choice | 8:00 A.M. – 3:30 P.M. | 9016 Westview, Bldg. A 77055 | 713-251-1500 |
| Westchester Academy for International Studies | 8:00 A.M. – 3:30 P.M. | 901 Yorkchester 77079 | 713-251-1800 |
| YES Prep @ Northbrook HS | 7:35 A.M. – 3:00 P.M.<br>Mon., Fri.: 3:55 P.M. | #1 Raider Circle 77080 | 713-251-2800 |
| The Guthrie Center for Excellence | 7:35 A.M. – 3:00 P.M. | 10660 Hammerly 77043 | 713-251-1300 |

## OTHER FREQUENTLY CALLED NUMBERS

| | | |
|---|---|---|
| Wayne F. Schaper, Sr. Leadership Center (SBISD Administration Building) | 955 Campbell Road 77024 | 713-464-1511 |
| SBISD Police Department | 9009 Ruland 77055 | 713-984-9805 |
| SBISD Technology Help Desk | 10670 Hammerly 77043 | 713-251-8324 |
| SBISD Transportation Department | 1066 Gessner 77055 | ~~713-251-1000~~<br>713-251-1060 |

*Spring Branch Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.* ***Board Policies FB and FFH***

This *Student/Parent Handbook* will assist you with rules, regulations, and procedures to follow in your daily student life. Please read and refer to this handbook at appropriate times. Share it with your parents so they too may become a part of your school. From time to time, additional information will be made available to you through bulletins.

# *General Information, Procedures, and Services*

# and

# *Academic Information*

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# GENERAL INFORMATION, PROCEDURES, AND SERVICES

Our schools exist for the benefit of the students and to provide a site where optimum learning can take place. The parents are an integral part of this process through their support of the school and their help and encouragement of the child. The proper learning environment requires a combined effort from the school, the parent, and the children. The three parts must function together to maximize learning. This handbook is provided to help inform you about the school and its policies. It contains academic information, general information, and the *Student Code of Conduct*. A child's behavior is very important to his/her learning and the learning of the other students. Parental support is needed and appreciated in observing the following rules and regulations:

1. Students will respect school district personnel and students;
2. No fighting and/or profanity;
3. Students may not leave class or school grounds without permission;
4. No defacing of school property;
5. No tobacco, alcohol, or other drugs permitted on campus;
6. No other inappropriate behavior as defined in the *Student Code of Conduct*.

## Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

# Enrollment and Attendance Regulations

The *Texas Education Code (TEC)* provides for compulsory attendance. Additionally, **regular and punctual attendance is the greatest single factor in school success.** Therefore, it is a responsibility and duty of both the school and the parent to cooperate and encourage students to establish a good attendance record.

Excessive absences are defined as having been in attendance for less than 90% of the days a class or course is offered. A student with excessive absences at any time during the semester may be assigned an academic support plan to ensure appropriate progress in classes. The student's plan shall be developed by the campus administrator with input from the student's teachers.

Failure of a student to satisfy an assigned academic support plan can result in credit and/or final grade being withheld for the class or courses until the student meets the plan requirements. More information can be found in **Board Policy FEC (LOCAL)**.

## Enrollment Requirements

### Residence

The schools require verification of residence in SBISD attendance area. Verification can be made by producing documents such as proof of purchase or a lease including parent/guardian and student names.

### Verification of residence in SBISD attendance area

School personnel may periodically check to verify current status of residency. An SBISD police officer may assist to verify residency. Registration and enrollment are based on where the child and parent/guardian **reside.**

### Certified birth certificate

A certified birth certificate, hospital certificate, or birth registration card issued by a government agency must be presented to the office. Church baptismal records are acceptable. In grades three, four, and five, proof of identity may consist of a birth certificate, hospital certificate, or any other government-issued document.

### Prekindergarten—3-Year-Olds

a. Be three years old on or before September 1 of the current scholastic year.

b. To be eligible to attend children must meet one of the following Texas Education Agency criteria:
   * Limited proficiency in English
   * Economically disadvantaged (eligible for free or reduced lunch program)
   * Homeless
   * Military family
   * Foster care

c. Parents are responsible for student transportation to and from school. There will be no bus service provided for this program. Prompt pick-up at dismissal is a requirement for program participation.

Due to the nature of this program, enrollment options may be limited.

### Prekindergarten—4-Year-Olds

a. Be four years old on or before September 1 of the current scholastic year.

b. To determine state funding the parent/guardian must answer questions about the student's ability to speak and comprehend English, as well as about the family's income level.

c. Parents should assume responsibility for the supervision of their children prior to being picked up by the bus and after the bus has returned.

### Kindergarten/Grade 1

a. Be five years old on or before September 1 of the current scholastic year to be eligible for kindergarten.

b. Be six years old on or before September 1 of the current scholastic year to be eligible for grade 1.

c. A child who is not legally eligible to enter grade 1 may be assigned to grade 1 before age six. Such assignments are the decision of the District, with the consent of the child's parent or guardian.

### Other Grades

New students coming into the district after grade 1 shall be placed initially at grade level reached elsewhere, pending observations and test results administered by appropriate District personnel.

## Immunization Requirements

Immunization requirements are set by the Texas Department of State Health Services (DSHS) and are subject to change on an annual basis. Immunization information is provided on the SBISD **Back to School** website.

For further information, see **Board Policy FFAB (LEGAL)** and the DSHS website: **Texas School & Child Care Facility Immunization Requirements.]**

## Student Information Forms

Each student is issued information and/or clinic forms which the parents must complete, sign, and return. The information on these forms is of **vital importance in giving the administrators and clinic staff directions for proper care of the student in case of injury, illness, or other emergencies.** Accurate completion of these forms is an enrollment requirement of the District. It is of utmost importance that parents contact the school office to designate an adult for supervision when they must be out of town.

## Custody Issues

When custody issues arise, SBISD will follow court orders in the most current legal documentation provided to the campus administration.

## Change of Student Information

In order for the school to handle emergencies, maintain communication, and keep records current, ***changes in the following must be reported to the school office immediately: address, telephone numbers, emergency, and/or child care telephone numbers.***

## Students Who Are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the District's Liaison for Homeless Children and Youths, Lawanda Coffee, 713-251-2267.

## Students in Protective Custody of State

For more information on services for students in protective custody of the State, contact the District's Liaison for Students In Protective Custody of the State, Tyra Walker, at 713-251-8433.

## Admissions and Attendance of Transfer Students

The Board shall establish and publish annually tuition fees for over-age students, if permitted to attend; summer school; and any other programs the District offers beyond required instruction.

**School Transcript:** Students, who do not have a withdrawal sheet or a report card from a previous school, will be allowed thirty days to submit an official transcript from the school previously attended. If academic records are unavailable, high school students will be classified in grade 9 and middle school students will be placed in the age-appropriate grade.

Resident students, who move during a semester, may be permitted to continue attendance for the remainder of the year if the principal certifies that the student's conduct, academic achievement, and attendance are satisfactory, and if space permits. Resident junior level students who become nonresident students between their junior and senior year may remain in attendance in the District school for their senior year if the principal certifies that the student's conduct, academic achievement, and attendance are satisfactory, and if space permits.

Nonresident students, who are the sons/daughters or under legal guardianship of full-time District employees, shall be permitted to attend District schools as space permits. These students' participation in extracurricular events at the varsity level for the first year is restricted per UIL policy. Nonresident students may attend District schools on a space-available basis as determined by the Superintendent. Guidelines will be established. The transfers for children of employees or other nonresidents may not be renewed if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies).

## Campus Transfers

Any persons living within the District who request that their children attend a school other than the one in the attendance area where they reside must apply on the appropriate form and submit it for approval by the appropriate receiving school principal. This applies to all eligible District employees requesting the same. **In the event that the requested school exceeds its enrollment capacity, the transfer request will not be accepted.**

Students transferring from one high school attendance area to another will not be eligible to participate in the varsity level extracurricular program of the new school for a period of one calendar year following the granting of the transfer. Possible UIL exceptions are limited.

Transfer information may be obtained from the District website. Questions should be directed to the building principal. **All transfer requests must be completed by the date established annually by the District.** Transfers may not be revoked mid-year. Approved transfers are authorized for one scholastic year and may be subject to non-renew at the end of the scholastic year depending on space availability and/or if the student's performance in the areas of academics, attendance, and behavior is unsatisfactory.

In accordance with **Board Policies FDA** and **FDB**, a student transfer will not be approved if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies).

**Transportation:** SBISD does not provide bus transportation for transfer students.

## Safety Transfers / Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by *Education Code 37.0832*. Transportation is not provided for a transfer to another campus. Contact the office of Administration and School Communities for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the Board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See *Bullying* on pages H-22, H-34, H-60, C-17, and **Board Policies FDB** and **FFI**.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. **Board Policy FDE**
- Request the transfer of your child to [another district campus OR a neighboring district] if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with **Board Policy FDE**.

## Attendance Regulations

SBISD emphasizes that attendance is a key in the enhancement of student achievement. Parents, by law, are accountable for their child's attendance. Once enrolled in prekindergarten or kindergarten, a child shall attend school. Students must be present **90% of the year** to be promoted. Official attendance is taken daily. All students not present when roll is taken are counted absent. Students will be considered absent from class if they miss more than 15 minutes of the class period.

### Compulsory Attendance Law

1. The *Texas Education Code* provides for compulsory attendance. A child, who is required to attend school under this section, shall attend school each school day for the entire period the program of instruction is provided.
2. Unless specifically exempted by the *Texas Education Code,* a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has **not yet reached** the child's **19th** birthday shall attend school.
3. Unless specifically exempted by the *Texas Education Code,* a student enrolled in a school district must attend an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district.
4. Regardless of loss of credit due to excessive absences, the grade will be recorded on the student's transcript and included in the GPA calculation for high school.
5. In accordance with **Board Policy FEA (LOCAL)** the District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:
    - The student has been absent ten consecutive school days; and

- Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

In accordance with **Board Policy FEC (LOCAL)**, excessive absences shall be defined as having been in attendance for less than 90% of the days a class or course is offered. A student with excessive absences at any time during the semester may be assigned an academic support plan to ensure appropriate progress in classes. The student's plan shall be developed by the campus administrator with input from the student's teachers. Failure of a student to satisfy an assigned academic support plan can result in credit and/or final grade being withheld for the class or courses until the student meets the plan requirements.

## Absence Classifications

All absences, excused or unexcused, determine promotion. State law, as well as local policy, identifies several types of absences. These include, but are not limited to, the following:

### Excused Absences

All absences must be verified by a parent with either a written note, including email, or a telephone call to the office or attendance office. Written notice must be given to the office within two school days if the absence is to be excused. All notes and/or phone calls may be subject to verification by the campus administration. If the student has an excessive number of excused absences, the principal may request a note from the doctor for all future absences.

Absences for the following reasons shall be considered unavoidable and shall be classified as excused for the student:

- **Illness**

  Five consecutive days or longer requires a doctor's note to be excused.

- **Serious illness of a family member**
- **Death/funeral of a family member**
- **Quarantine**
- **Weather** (announced bad weather closings)
- **Religious holy days**

  Any child of an established religious faith will be excused if his/her absence is for the purpose of observing a religious holy day, consistent with his/her creed or belief. The parent/guardian must submit, to the office, a written request for an excused absence.

- **Authorized school-sponsored activities**

  A student may receive excused absences for participation in off-campus school-related activities. The District will not, however, permit students to participate in such activities that would require, permit, or allow a student to be absent from any class more than 10 times during the school year.

- **Parent/Stepparent on Active Military Duty**

  A student shall receive an excused absence if the parent/stepparent of that student is an active duty member of the military and has been called to duty, is on leave from, or immediately returned from deployment of at least four months in order to visit with the parent/stepparent, for no more than five days. The excused absence must be taken no earlier than the 60th day before deployment or the 30th day after.

- **Required court appearance**

  The principal shall request the presentation of an appropriate court document, subpoena, etc. which indicates a student is required to appear in court.

- **Service as an election clerk**
- **Playing "Taps" at a military honors funeral in Texas** *(grades 6-12)*
- **Naturalization/U.S. Citizenship**

  A student who misses school for the purpose of appearing at a government office to complete paperwork required in connection with the student's application of U.S. Citizenship or for the purpose of taking part in a U.S. Naturalization oath ceremony, including traveling for that purpose.

- **Approved college visitation** *(high school students)*

**Note:** Parents should make a special effort to request scheduled appointments at a time after school hours. When several appointments must be scheduled during school hours, a different hour of the day should be used each time to avoid the student's missing the same class period several times and falling behind in his/her classwork.

In order to determine if a student's tardiness or absence is excused, a note or email is needed which includes:

1. Date(s) of tardiness/absence
2. Cause of tardiness/absence
3. Signature of the parent/guardian

The note is to be sent to the attendance office on the day of the student's return to school. **If a note is not received within two (2) school days of a student's return, the student's absence will be considered unexcused.**

### Excused/Counted as Present

Absences for religious holy days, college visits, service as an election clerk, playing "Taps" at a military honors funeral in Texas, appearing at a government office to complete paperwork in connection with application for U.S. citizenship, and/or partial day appointments with health care professionals will be counted as a day of attendance if the student satisfactorily completes the missed school work. These days will also be counted as present for any activities or recognitions that have attendance as criteria.

#### Health care appointments

The principal shall require a note signed by the parent/guardian requesting that a student be released for a health care appointment. Students are required to bring a note signed by the health care professional upon return from the appointment.

### Unexcused

An absence for any reason other than those listed above shall be classified as **unexcused**. **Absences that are classified as excused shall not be excused if the parent fails to notify the office of the reason in writing for the absences within two school days of the absences.** The building principal may review reasons other than those listed above and determine that they, too, may be excused.

The District may revoke for the remainder of the school year the enrollment of an eighteen-year-old who has more than five unexcused absences in a semester.

## Student Tardies

A student is considered tardy if not in class when the bell rings. Tardiness is a disruption to classroom instruction and the educational process.

Excused tardiness is defined as arriving to class with an acceptable excuse or admit during the first fifteen (15) minutes of the period. **Excused arrival at a class after more than fifteen (15) minutes of the class period shall be regarded as an excused absence.**

Unexcused tardiness is defined as arriving to class without an acceptable excuse or admit during the first fifteen (15) minutes of the period. **Unexcused arrival at a class after more than fifteen (15) minutes of the class period shall be regarded as an unexcused absence.** A teacher may impose sanctions under the teacher disciplinary plan, including denial of academic credit for the day's work, if the grade was taken for all other members of the class. In addition, the student will be subject to disciplinary action in accordance with the *Student Code of Conduct.* **There are no excused tardies to first period for students who assume responsibility for their own transportation instead of riding the school bus.**

## Leaving Class—*Secondary*

***Corridor Pass:*** When it is necessary for the student to leave a classroom, it is the student's responsibility to obtain permission and a corridor pass from the teacher. Each student leaving a classroom must have an individual pass signed by the teacher.

Students in the halls, restrooms, or anywhere else on campus without a pass filled out in ink and signed by the proper teacher will be subject to disciplinary action. Students are prohibited from being in possession of blank passes, using blank passes, or altering passes in any way.

***Office Request:*** Office request forms will be sent to those students requested to report to the office. Failure to report to the office as directed will result in disciplinary action.

## Checking Out of School Early

Principals may establish a specific cutoff time before the dismissal bell that a student may be checked out early from school.

***Elementary:*** Parents are required to notify the office when taking a student out of school early. **No student will be released from school except to a parent, guardian, or designee, as indicated on the Student Information Form.**

When taking a child out of school, the parent, guardian or designee is required to come to the office to sign the child out and specify the reason for early dismissal. Upon verification of proper identification, the child will be brought to the office.

***Secondary:*** The student should obtain an *Early Dismissal Permit* from the appropriate administrative office or the attendance office **prior** to the first class by presenting a written statement signed by a parent stating the reason for an early dismissal. Any time out of class spent securing this slip will be considered unexcused. The *Early Dismissal Permit* is to be presented to the teacher at the beginning of the period during which the student will leave. The student must then sign out in the office when leaving and sign back in if he/she returns before the school day ends. A doctor's verification is required for medical appointments.

### Checking Out from Clinic

The student, who receives an early dismissal from the clinic, must report to the office or the attendance office to sign out before leaving campus.

## Closed Campus Policy—*Secondary*

Once a student arrives on the campus for a school day, he/she will not be permitted to leave the campus without the permission of the administration. Students leaving school for any reason (early dismissal, illness, off-campus requests, etc.) other than a school-sponsored activity without checking out through the appropriate administrative office or attendance office may be subject to disciplinary action.

**Check-out procedures must be followed even if the parents are aware that the student is leaving. Closed campus includes students remaining on campus for lunch.** Students under 18 years of age are subject to a citation for violation of daytime curfew laws.

## Truancy

A student's absence from school or class without prior knowledge and approval of the parents, guardians, and school officials will be considered truancy. Each absence due to truancy will result in a grade of zero for any activity, test, or assignment missed if all members of the class are assigned grades for the same work. Further disciplinary action may be taken if deemed necessary by the principal.

## Truancy Referral

School personnel will refer unexcused student absences to the SBISD Police Department using the following guidelines. Referrals for failure to attend school will be investigated by the SBISD Police Department.

- Three (3) days for unexcused absences within a four-week period
- Ten (10) days for unexcused absences within a six-month period
- Unexcused arrival for a class after more than fifteen (15) minutes of the class period shall be regarded as an unexcused absence

## Warning Notices to Parents

If a student is absent from school three (3) days or parts of days in a four-week period without an excuse, the parent will be notified by school personnel of the unexcused absences and will have an opportunity to meet with school personnel to discuss an Attendance Intervention Plan (AIP).

If a student is absent from school ten (10) or more days **unexcused** in a six-month period, school personnel are

required by law to notify the SBISD Police Department TRIAT (Truancy Reduction Increased Attendance Team) Police Officer of a student/parent failure to complete an Attendance Intervention Plan (AIP). The Truancy Prevention Facilitator for the District is Officer Patricia Mounsey: 713-251-4319.

## Failure to Attend School

Upon receipt of an attendance referral, an SBISD police officer will be assigned to investigate the referral to determine if 10 or more unexcused absences have occurred within a six-month period.

If the findings of the investigation confirm that the student has 10 or more days of unexcused absences, the investigating officer is required by State Law to file Failure to Attend School charges in a Truancy Court.

Failure to appear in court may result in the following sanctions against the student:

- Forfeiture of an existing drivers license—*high school only*
- Unable to apply for a new first-time drivers license—*high school only*
- A fine for contempt of court that is not to exceed $500.00

## Parent Contributing to Nonattendance

Following receipt of a written warning, a parent who with criminal negligence fails to require the child to attend school as required by law, and the child has absences for the amount of time specified under the *Texas Education Code*, the court may use the following sanctions against the parent:

- A fine (each day can constitute a separate offense)
- Attendance in a program for parents to help identify the problems that contribute to student truancy
- Community service

## Withdrawing from School

All students withdrawing from school should initiate the withdrawal procedure in the registrar's / attendance office. Students must have written permission from their parent or guardian to withdraw. Before a student's records may be sent to any other school, records must be cleared. Please notify the registrar / attendance office 24 hours in advance of withdrawal.

# School Safety and Security

SBISD strives to provide a safe and secure learning environment for students and staff.

- Teachers and staff are trained on the campus emergency procedures.
- SBISD Police Department staffed with highly-trained professional law enforcement officers dedicated to the safety and security of all persons on District campuses
- Criminal history background checks on all volunteers
- Photo ID badges for all District employees and secondary students. The use of student I.D. badges is a local campus decision. The campus administration may require that all students wear I.D. badges while on campus or may require that the I.D. badge be in the student's possession and be able to provide proof of his/her identification upon request.
- Closed circuit television systems maintained by the SBISD Police Department
- RAPTOR System that logs in all visitors on District campuses and checks a nationwide registered sex offender database
- Districtwide and campus-based Emergency Operations Plan that provides procedures on the management of emergency situations
- Emergency radio system utilized to notify campus and department administrators of impending emergency situations and provides direct communications with the SBISD Police Department
- Annual review of campus safety plans of District campuses to identify and improve campus safety

- Campus safety drills for the Standard Response Protocols
- Houston Crime Stoppers Program (Hotline 713-222-TIPS)

## Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

The District has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at **Board Policy FFG (EXHIBIT)**.

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused.

Sexual abuse in the *Texas Family Code* is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school. Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of his or her own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, and mentors, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude; sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology); tattoos or branding; refillable gift cards; frequent runaway episodes; multiple phones or social media accounts; provocative pictures posted online or stored on the phone; unexplained injuries; isolation from family, friends, and community; and older boyfriends or girlfriends.

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area.

The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling

programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp

Reports of abuse, trafficking, or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- Kids Health, For Parents, Child Abuse
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

## Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

## District and Campus Emergency Operations Plan

### Parent and Student Responsibilities

Parents and students are encouraged to become familiar with the District and Campus Emergency Operations Plan terminology and procedures. All persons who are on SBISD property or attending SBISD events must adhere to the following Emergency Operations Plan procedures:

- All visitors must check in with the office and provide appropriate identification before entering the main campus areas.
- During an emergency situation a campus will implement the Standard Response Protocols to ensure the safety of all persons who are on the campus at the time the emergency situation begins. All persons who are on the campus will follow these procedures.

### ~~Lockout~~ Secure Condition

This procedure is used when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, ~~Lockout~~ Secure uses the security of the physical facility to act as protection:

- Protocol demands bringing any students that are outside into the building.
- All outside doors, windows, and classrooms are locked and signs are posted on the outside entrance/exit doors advising a Lockout has been activated.
- NO ONE WILL BE ALLOWED TO ENTER OR LEAVE THE BUILDING UNTIL AN *ALL CLEAR* IS GIVEN.
- Where possible, classroom activities would continue uninterrupted.
- Parents will not be allowed to pick up students from school until an *ALL CLEAR* is given. It is safer to keep the students inside the building rather than expose them to possible harm by allowing them to leave the building.
- Parents and visitors who are inside the building at the time the Lockout is initiated will be directed to a pre-designated area inside the building for their own safety.
- SBISD Police Department and local Emergency Management agencies will monitor the situation and will give an *ALL CLEAR* when the situation warrants.

- Once the *ALL CLEAR* is given, students and teachers will resume their normal activities and parents and visitors will be allowed to enter or leave the campus.
- If warranted, the Parent/Student Reunification process will be initiated.

## Lockdown Condition

The following Lockdown procedure is called when there is a threat or hazard **inside** the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat:

- All individual classroom doors or other access points will be locked, prohibiting anyone from leaving or entering the premises.
- Classroom lights will be turned off, all room occupants will move out of sight of the corridor windows, and occupants will maintain silence.
- No indication of occupancy should be revealed until first responders open the door.
- Students and teachers will remain in their classrooms until the *ALL CLEAR* signal is given.
- If students and staff are outside the building when a Lockdown is called, they will go to a predetermined location as it may not be safe to re-enter the school building.
- Parents and visitors who are not inside the building when the Lockdown is implemented will not be allowed to enter the building. They should move to a safe place away from the school building.
- There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is.
- Parents and visitors who are on campus at the time the Lockdown procedures are implemented will be directed to a pre-designated Lockdown area inside the building.
- Parents will not be allowed to pick up children from school until the *ALL CLEAR* is given.
- SBISD Police Department and local law enforcement agencies will monitor and provide assistance to the campus as needed.
- Once the *ALL CLEAR* is given, students and teachers will resume their normal activities and parents and visitors will be allowed to enter or leave the campus.
- If warranted, the Parent/Student Reunification process will go into effect.

## Evacuate Condition

Evacuate is called when there is a need to move students from one location to another. If the command Evacuate is given it will be followed by a location to evacuate to:

- Once the command is given the classroom teacher is usually responsible for initiating an evacuation.
- In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back. Or students and staff may be asked to put their hands on their heads while evacuating.
- Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.
- Parents and visitors who are on campus at the time the Evacuate will follow the directions of the school staff or first responders.
- If students are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the evacuation site.

## Shelter Condition

This procedure is used when the need for personal protection is necessary during severe weather conditions or other hazards that may place a school or schools in immediate danger:

- Students and staff are sheltered inside the building away from outside windows or doors.
- Parents and visitors who are on campus at the time the Shelter Condition is given will follow the directions of

the school staff or first responders.

- Parents and visitors will be allowed to enter the building. Exiting the building will not be allowed until the *ALL CLEAR* is given.
- Once the *ALL CLEAR* is given students and teachers will resume their normal activities and parents and visitors will be allowed to enter or leave the building.
- If warranted, the Parent/Student Reunification process will be initiated.

### Parent/Student Reunification Process

Each SBISD school has a Parent/Student Reunification Plan as a part of their Emergency Operations Plan. In the event that the Parent/Student Reunification Plan is initiated, parents will be given instructions via the news media or the SBISD Notification System on the location of the reunification point and the process the parents will need to follow. Parents or individuals listed in Skyward as an emergency contact can pick up a student from the school or reunification point. Persons picking up a student must have a picture ID.

### SBISD Notification System

The SBISD Automated Notification System will provide specific information regarding school closings, emergency information, information hotline numbers, or other pertinent information regarding SBISD schools or events. The Notification System utilizes home and cell phone numbers and email addresses provided by SBISD parents at the time of enrollment. Parents are encouraged to look for the latest updates on the SBISD website and on the official SBISD Twitter feed.

### Safety Drills

Safety drills will be held monthly to ensure that the students are aware of safe practices in the event of fire or disaster. Lockout and Lockdown drills will be conducted at a minimum of twice each year.

# Student Activities

## Fundraising Activities

All fund solicitation and money-raising activities must be presented to the building principal for approval during April or May for the following school year.

Teachers, who are sponsors of clubs/activities and student members of club/activities, are not to establish individual accounts at banks, savings and loan companies, credit unions, or other money institutions with the school-related funds. No school-related monies are to be commingled in private individual checking accounts. District policy mandates that all school related monies collected be deposited in the school activity fund account. Disbursement of money in accounts is to be made using the District Purchase Order and Accounts Payable processes. In order to avoid keeping large amounts of money overnight in the building, individuals are to deposit money with the cash receipts clerk each day.

School fundraisers that include foods or beverages: *see Child Nutrition Services*.
For information on technology donations, *see Technology Services*.

## Parties

***Elementary:*** Schools may have two parties each year—Winter and Valentine. The CNS Director and kitchen Manager must be notified by email of any parties that involve food at least two weeks prior to the date of the event.

***Secondary:*** Parties are not allowed during school hours. If a class requests to have a party and the teacher concurs, arrangements can be made with the administration for a party after school.

# Student Activities—*Elementary*

## Study Trips

A student must have permission in writing from his/her parent or guardian prior to leaving the campus for a school-sponsored trip.

## Transportation

Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

[Also see *Student Transportation*.]

# Student Activities—*Secondary*

All campuses are involved in student curricular and extracurricular activities. Guidelines for student activities are addressed in this section of the *Student/Parent Handbook,* and additional information may be found in each school's *Student/Parent Handbook Supplement*.

## Definitions

### Extracurricular Activities

Extracurricular activities are school-sponsored or University Interscholastic League (UIL) activities which are not directly related to instruction of the Texas Essential Knowledge and Skills, but they may have an indirect relation to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right and students must meet specific requirements in order to participate. Extracurricular activities may include, but are not limited to, public performances, contests, demonstrations, displays, and club activities.

### Curricular Activities

Curricular activities are public performance activities which are directly related to the demonstration of mastery of the essential knowledge and skills for state-approved courses. Curricular activities may occur within the school day or outside the school day and are an extension of classroom instruction in which participation is by the entire class or significant portion thereof. Curricular activities are included in the teacher's instructional plans and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator. Rules governing suspension from extracurricular activities shall not prevent a student from participating in curricular activities.

## Requirements for Participation in Extracurricular Activities

### First Six Weeks of School Year—Middle School

Any student is eligible for participation in extracurricular activities during the first six weeks of a school year, as long as the student was promoted to the next grade level prior to the beginning of the current school year. A student who has not been promoted is considered ineligible during the first six weeks of the school year and may become eligible if he/she is passing all courses at the end of the first six weeks.

### First Grading Period—High School

All students are eligible to participate during the first six weeks of school if they have been promoted to the ninth grade or have the proper number of accumulated credits that count toward state graduation requirements (5 after first year; 10 after second year or have earned at least 5 credits within the last 12 months that count toward state graduation requirements; 15 after third year or have earned at least 5 credits within the last 12 months that count toward state graduation requirements. If a student is not promoted or does not earn enough credits by the beginning of the school year, the student is considered ineligible the first six weeks of school only. The student may become eligible if he/she is passing all courses at the end of the first six weeks.

Credits earned prior to the first day of the school year in summer school classes, in correspondence courses, or for passing credit by examination may be used to determine eligibility for extracurricular activities.

**Subsequent Grade Reporting Periods**

After the first six weeks of the school year and each grade reporting period thereafter, a student whose recorded grade average is lower than a 70 on a scale of 100 in any class or an incomplete (an incomplete or "I" is considered a failing grade until work is successfully completed) shall be suspended from participation in any extracurricular activity. The grades of the student suspended from participation shall be reviewed at the end of each three-week period following the date on which the suspension began and the suspension will be removed seven days after the three-week period in which the student's grade in each class is 70 or greater. A student receiving an incomplete grade in a course is also ineligible seven days after the grading period or until the incomplete grade is replaced with a passing grade. Incomplete grades must be resolved per Grading Expectations.

An ineligible ~~suspended~~ student may practice or rehearse with the other students but may not participate in a competition or other public performance or travel with a student group. All ~~suspensions~~ cases of ineligibility from extracurricular activities shall begin on the seventh day after the last day of the first six-weeks period or grading reporting period in which the grade lower than 70 was earned.

## Loss of Eligibility—*Grades 6-12*

Students become ineligible seven days after the grading period if they have any grade below 70. A principal **may** remove the ~~suspension~~ ineligibility if the course is an advanced course as defined by Texas Education Agency (TEA) and is a course identified on the Board-approved SBISD Course Exemption list.

A student receiving an incomplete grade in a course is also ineligible seven days after the grading period or until the incomplete grade is replaced with a passing grade.

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sightreading Evaluation, may perform with the ensemble during the UIL evaluation performance.

## Regaining Eligibility

Students regain eligibility seven days after:

1. The three-week progress report, if they are passing **all** courses;
2. The grading period, if they are passing **all** courses.

## Special Education Exception

Suspension from extracurricular activities of a student with a disability that significantly interferes with the student's ability to meet regular academic standards must be based on the student's failure to meet the requirements of the student's Individualized Education Program (IEP).

The determination of whether a disability significantly interferes with a student's ability to meet regular academic standards must be made by the student's ARD Committee. For the purpose of this subsection "student with disability" means a student who is eligible for a district's special education program.

## Non-Participation by Choice

After-school practice or events that are a reasonable expectation of a course as defined by UIL/TEA may be graded. Students who choose not to participate in required practices/events may be removed from the performing group/team. The campus principal will work with department staff to set this expectation, which shall be clearly communicated to students and parents. When selecting courses, students should investigate practice/event requirements.

## Extracurricular Attendance

### Half-Day Rule

In order to participate in any extracurricular activity, the student must have attended school for one-half of the school day on which the activity is scheduled. Exceptions may be approved by the principal and sponsor of the activity.

### Ten-Day Rule

Students will not be permitted to participate in such activities that would require a student to be absent from any class more than ten times during the school year with a maximum of nine days in one semester. Exceptions may be made for post-season activities with a maximum of 5 extra days.

### Students Requesting a Campus Transfer

Students transferring from one high school attendance area to another will not be eligible to participate in the varsity level extracurricular program of the new school for a period of one calendar year following enrollment in the new school. Parents of students requesting a campus transfer should visit with the district athletics department for more information.

## Extracurricular Conduct

Students with discipline problems who are placed in the school's in-school suspension (ISS) or District's Discipline Alternative Education Program (DAEP) will not be permitted to participate in either practice or competition while in ISS or in the DAEP. Students placed on probation by the school are not allowed to represent the school, participate in extracurricular activities, nor seek or hold an elected position in the school. Eligibility resumes the day after release from ISS or DAEP.

## Extracurricular Dress Code

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of a student who participates in the activity.

## Extracurricular Leadership Positions

### Standards for Leadership Positions

All students must meet the academic requirements outlined in this *Student/Parent Handbook*. In addition, the elected student positions of leadership within each school are covered in each school's *Student/Parent Handbook Supplement*. The following rules shall apply to leadership positions (class officers and student council). Students must be in good standing in and out of school and are subject to dismissal from the activity for problems in any of the following areas: insubordination, truancy, cheating, alcohol and/or drug offenses, or major breaches of the *Student Code of Conduct*. Any assignment to the campus ISS or District DAEP will be subject to review by the administration for dismissal from a leadership position. The sponsor(s), with approval of the building principal, reserves the right to remove a student for violation in any of these areas for up to one year, depending on the seriousness of the violation.

### Standards for Tryouts—*High School*

- A 77.5 grade average the semester preceding selection or election.
- No semester grade lower than 70 the preceding semester.

- No "U" in conduct during the tryout year.
- Students have only four (4) years of eligibility beginning with the year in which they entered the 9th grade—with exception made at the discretion of the building principal.
- Students classified as a senior may not run.

**Standards for Maintaining Membership—*High School***

In addition to complying with *Section 33.081(c)* of the *Texas Education Code* (no pass rule), once selected by the student body, a student must meet the following requirements:

- if any two six-week periods of probation are involved during the academic year, the student will immediately be dismissed;
- permanent dismissal for any semester grade lower than 70;
- immediate dismissal for a "U" in conduct.

## Extracurricular Financial Expense

Students should be aware that there are additional expenses that they must assume for some extracurricular and co-curricular activities (*examples:* drill team, cheerleader). The sponsor will provide an annual written estimate of required expenses.

## Administrative Approval of Extracurricular Activities

All student activity event schedules shall be approved by the principal. Each sponsor, coach, or director will be required to furnish the principal with a request for approval to schedule events.

## Extracurricular Calendar

After approval has been obtained, activities are scheduled on the activities calendar book in the principal's office. No activity may be entered that has not received administrative approval.

## Limits on Extracurricular Practice and Performance

**Practice**

Students may not participate more than 8 hours per school week in any one extracurricular activity and no more than 20 hours a week in all extracurricular activities. The school week is defined as beginning at 12:01 a.m. on the first instructional day with the first class and ending Friday with the last regularly scheduled class. School districts shall not schedule, nor permit students to participate in, any school-related or sanctioned activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than ten times during the school year.

**Performance**

No more than one (1) contest or performance per activity per student may be scheduled from the beginning of the school week through the ending of the school week. The school week is defined as beginning at 12:01 a.m. on the first instructional day and ending when the last class is dismissed on Friday afternoon. All night activities will end by 10:30 P.M. on week nights (Monday–Thursday) and 11:45 P.M. on Friday or Saturday nights.

**Exceptions:** Holidays shall be excluded from the limitations on practice and performance. Tournaments and post-season competition, as well as contests postponed by weather or public disaster, may also be scheduled during the school week. The provisions shall apply only to the UIL or other organizations sanctioned by TEA. For schools with limited facilities, exceptions to the one contest or performance rule may be requested by waiver from the Commissioner of Education.

## Extracurricular Dances

All dances that are sponsored, i.e., held in the name of school or in the name of a school-approved club or organization, must be scheduled on the activity calendar. Regardless of whether the dance is held on or off

campus, the following policies will be followed:

- All school rules in regard to conduct and dress will be enforced.
- After arriving at a dance, a student will not be allowed to leave and return for any reason.
- The proms are organized and sponsored by a class and its officers. Invitations will be available only to class members and are nontransferable. All prom invitations must be acquired in advance.

## Use of Building for Extracurricular Activities

Use of building by student groups is permitted only when sponsored by a teacher. Whenever a teacher and a student group plan to use the building at night, arrangements must be made a week in advance with administrative approval. *Guidelines of Equal Access* may be obtained in the building principal's office.

## Trip Guidelines

As desirable extensions of the curriculum, several organizations and classes have offered trips ranging from short study trips to travel out of the country. Travel of this type can be a very worthwhile educational experience as long as sponsors have full student cooperation. Due to the large responsibility placed on school officials during travel, there may be some special rules, as well as the regular school rules, placed on the group. The Texas Education Agency mandates that absences for participation in co-curricular activities, such as study trips which require a student to miss a class other than the sponsoring class or course, shall be counted under the ten-day rule.

Students need to understand that their complete cooperation is expected so that the trip is enjoyable for everyone. It must also be understood that violations of major rules could make a student subject to being sent home at the parent's expense, possible disciplinary action, ~~removal from school,~~ and removal from any activities in which the student would represent the school. Sponsors must notify the school administration of any violations of the District's *Code of Conduct*. Sponsors of school trips will make students and parents aware of existing rules when asking for parent permission for student travel.

**No refunds can be expected for advance trip deposit for students who cannot participate at the last moment for loss of eligibility or other causes.**

These guidelines are to be followed for school-sponsored trips:

- Out-of-state trips must be by official invitation in writing;
- Any organization shall be limited to one major trip per year;
- Chaperones' expenses are to be paid out of the trip budget;
- No expense connected with an out-of-state trip will be paid from District funds;
- Money shall be raised before the trip by one or more of the following:
  - Direct contributions by parents
  - Fundraising projects
  - Trip Fund, which may be established by each organization
- No direct solicitation for contributions shall be made from local merchants;
- Trips or activities taken during the school year (including student holidays) are considered an extracurricular activity;
- Volunteer chaperones must be cleared through the SBISD Volunteer Office.

School trips that are approved by the Board of Trustees are classified as "school-sponsored trips." The District's action to sponsor these trips is for academic sponsorship only and the District does not assume financial responsibility. School-sponsored trips shall remain privately funded. Public funds are not used to finance these trips nor are public funds used to reimburse private parties for these trips. Private entities may use a District-approved vendor for a private trip that is school-sponsored, but the District shall not participate in the funding of the trip. The District reserves the right to revoke its sponsorship of the trip as determined by the Board of Trustees. Because these are privately funded trips, the District cannot cancel the trip. If the District revokes sponsorship and a private party is unable to receive reimbursement for the trip, the District has no financial responsibility to the private party. The District has no involvement in student travel that is not school-sponsored.

# Communication

## News Media—Emergency Information

When the Superintendent ~~decides~~ determines that weather or civil emergencies require that schools be closed, the district will notify families via our mass-communication system, updates to our website and the district's social media channels (Twitter, Instagram, Facebook) and updates to our district website. Local media, including radio and television stations will be notified. ~~Such radio stations as KPRC, KXYZ, KLAT, or KILT and the four major television stations (Channel 2, Channel 11, Channel 13, and Channel 45) will have information.~~

If conditions indicate that schools might be closed, students and families should monitor the district website and social media as well as local news media for updates and information. ~~should tune to any of these stations.~~

**School will always be in session unless specifically stated otherwise.**

## School Day Interruptions / Messages to Students

- According to *Texas Education Code,* interruptions shall be limited by the principal in accordance with **Board Policy EC (LEGAL)**. Parents must check in at the office upon entering the building.
- In compliance with the state mandates regarding interruptions of the school day, only messages of an emergency nature will be delivered to students.
- Deliveries of balloons, flowers, or items of a personal nature may not be delivered to students during the school day.

## Student Publications

All publications edited, printed, or distributed in the name of the SBISD schools, or written within the schools themselves, shall be under the control of the Superintendent and the Board of Trustees. All school publications shall be under the supervision of a faculty sponsor and shall reflect the high ideals and expectations of the citizens of this District for their schools. Secondary schools may publish a yearbook and a school newspaper through the journalism department during the year.

## Administrative Newsletters and Bulletins

Bulletins are posted weekly for students and faculty, listing all school activities for the week. Various student and school-sponsored organization newsletters, as well as administrative bulletins which facilitate communication among the parent, student, and school, are published during the school year.

## Distribution of Material on Campus

No materials, circulars, advertisements, notices, or similar materials may be sold or distributed on the campuses of the District or at school-sponsored functions either by school personnel, students, representatives of nondistrict organizations, nor any other individual, unless such materials have been submitted to the Superintendent or designee for approval; and written approval to distribute has been granted. **Board Policies FNAA (LOCAL)**, **GKDA (LOCAL)**

## Posters

Posters or any publicly-displayed material must be approved by the principal before posting.

# Student Information

## Accessing Student Records

~~You~~ Parents/Guardians may review ~~your~~ their child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Campuses may establish reasonable processes and hours for review.

## Student Information Forms

Each student is issued information and clinic forms which the parent must complete, sign, and return. The information on these forms is of **vital importance in giving administrators and the clinic staff directions for proper care of the student in case of injury or other emergencies**.

Accurate completion of these forms is an enrollment requirement of the District. It is of utmost importance that parents contact the office to designate a responsible adult for supervision when they must be away from home. Please include all relevant telephone numbers, completed no later than 5 days after issued.

## Release of Student Information

SBISD recognizes the inherent right of privacy of students in the District. The District has adopted policies which meet all requirements of the *Family Educational Rights and Privacy Act of 1974* and state and federal open records laws. Copies of these policies may be obtained from the office of the Superintendent, who is the custodian of records for the District. The individual principals of each school campus serve as the custodian's agents and student records may be requested from these agents.

Parents of students, who have been in attendance in a District school, have the right to inspect and review.:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

Directory information, unless otherwise stipulated, is considered to be public information.

Directory information includes the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, and other similar information.

Parents of students have the right to refuse public release of any or all of the informational categories personally identifiable with respect to their child. Notice of this refusal should be given to the principal, in writing, no later than September 1 of the current school year or two weeks after enrollment.

Any person who has a complaint regarding access to student records or who wishes to challenge the content of any record may file a complaint with the custodian of records or his agent or with the Department of Health and Human Services; 330 Independence Avenue, S.W.; Washington, D.C. 20201.

School personnel will obtain parental release for video/audio taping when the activity is not related to the classroom, extracurricular, curricular, or for safety purposes. School personnel will send the release form to parents if this situation occurs. Parents are to fill out and return the form back to the campus.

## Student Directory

As a service to students, a directory of students' names, addresses, and telephone numbers is printed at some schools. Unless otherwise stipulated, the directory is considered to be public information. Parents of students have the right to refuse the designation of any or all of the informational categories personally identifiable with respect to their child. Written notice of this refusal should be given to the building principal **no later than September 1** of the current school year or two weeks after enrollment.

## Change of Transportation—*Elementary*

For the safety and protection of our students, transportation changes will not be taken over the phone. All transportation changes must be in writing and sent with your child in the morning to your child's teacher.

The note must include the date of the change; the child's name; the parent's name; and a phone contact, should there be any questions. A parent signature is required on the note.

## Lost and Found

Each school maintains a lost and found service to aid students who misplace their belongings. Each campus will establish and communicate a plan to dispose of unclaimed items.

## Participation in Third-Party Surveys

### Consent Required Before Student Participation in a Federally-Funded Survey, Analysis, or Evaluation

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. **Board Policy EF (LEGAL)**

### "Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

As a parent, you have a right to receive notice of and deny permission for your child's participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational

institutions.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. **Board Policies EF and FFAA**

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

## Student Rights and Responsibilities—Student Speakers Introducing School Events

The District provides an opportunity for student leaders to publicly speak to give introductions of the following school events:

- Varsity football games played within the District as well as those, if any, played at state and regional playoffs;
- Opening announcements and greetings for the school day; and
- Assemblies, additional athletic events, and other school functions as the principal may designate.

**Eligibility:** Students eligible to be one of the introductory speakers at their school are only those students in the highest two grade levels of their school and who hold one of the following positions of honor within their school:

- Officer of the Student Council;
- Class Officer of the Senior Class (or highest class of the particular school);
- Captain of the varsity football team;
- Officer of the National Honor Society;
- Officer of a school-sponsored club.

At the beginning of the school year, each school will notify, in writing, each of the eligible students of their eligibility as a student speaker and provide a method for each student to accept the invitation. Each student speaker will be provided a copy of **Board Policy FNA (LOCAL)**.

## Video/Audio Taping

*TEC 26.009* allows school personnel to utilize video/audio taping to record activities related to instruction, curricular or extracurricular activities, media coverage of the school, or safety purposes. If video/audio tapes are to be used for any other purpose, parental approval is required. Campus personnel and/or administrator will send home release forms for parents to complete and return. For safety purposes, video/audio equipment will be used to monitor student behavior on buses and common areas of the campus. Students will not be told when the equipment is being used. The principal will review the tapes routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*. A parent who wants to view a videotape of the incident leading to the discipline of his/her child may request access in accordance with **Board Policy FL**. Parents are not allowed the use of cameras or video recording devices on campus without the permission of the principal.

## Lockers—*Secondary*

Students will be assigned lockers at the beginning of school for the purpose of storing their books, school materials, and supplies. The lockers, however, remain the property of SBISD and are subject to inspection. Students, having in the lockers items in violation of District policy, will be subject to disciplinary action.

As a precaution against loss of materials from lockers, students are urged to keep lockers locked at all times, not to give the combination to other students, and not to place books and materials in another's locker. **The school cannot be responsible for property placed in the lockers.** During physical education, valuable items may be checked with the physical education teachers for safekeeping.

## Release of Information to Military Recruiters—*Secondary*

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone listings, unless parents have advised the district, in writing, that the student information not be released to military recruiters or institutions of higher education without the parent's prior written consent.

## Voter Registration—*Secondary*

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

# *Title IX*

**Sex Discrimination**

Spring Branch ISD does not and, under Title IX, is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate on the basis of sex extends to admission of students in its educational programs or activities and employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or both.

Spring Branch ISD has designated and authorized the following employee to serve as its Title IX Coordinator to address concerns or questions regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment.

**Name:** Karen Heeth

**Title:** Associate Superintendent for Talent and Administration and Title IX Coordinator

**Address:** 955 Campbell Road, Houston, Texas, 77024

**Phone Number:** 713-464-1511
**Email Address:** TitleIX@springbranchisd.com

~~In agreement with *Title IX Rules and Regulations* implementing *Education Amendments of 1972* and as defined in *Title 42, Section 2000e-15, United States Code,* SBISD does not discriminate against any person on the basis of sex, national origin, marital status, race, color, religion, or handicapping condition in making decisions regarding employees or students in all its function.~~

~~Persons who have questions regarding this matter should contact their building principal or the District's *Title IX* Coordinator, Karen Heeth, Associate Superintendent for Talent/Administration, at 713-251-2346, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.~~

# Nondiscrimination Statement

Spring Branch ISD does not discriminate on the basis of race, color, religion, sex, gender, national origin, disability, age, sexual orientation, genetic information, gender identity, or gender expression, or any other basis prohibited by law in providing education services, activities, and programs.
~~In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.~~

~~Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.~~

The following district representatives have been designated to coordinate compliance with these legal requirements:

- *Title IX* Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment

or gender-based harassment: Karen Heeth, Associate Superintendent for Talent/Administration, at 713-251-2346, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Joni Warren, Director of Special Education; 713-251-1702; West Support Center, 2100 Shadowdale; Houston, Texas 77043.
- All other concerns regarding discrimination: see the Superintendent of Schools: Jennifer Blaine, Ed.D., at 713-251-2204, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.

## Family Education, Engagement and Empowerment (Family E3)

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. We believe families and schools are equal partners in student success. Each plays a critical role as a champion for Every Child's success.

Family Education, Engagement and Empowerment (Family E3) is SBISD's framework to ensure a sustained, strategic emphasis on families as partners in supporting the academic and social-emotional growth and development of Every Child. Learn more at **online.springbranchisd.com/FAMILYE3**.

Because we believe in the power of families as learners, partners and advocates, we expect families to:

1) Support your child's academic and social-emotional growth both inside and outside of school
   - Encourage your child to put a high priority on education and work with your child on a daily basis to make the most of the educational opportunities the school provides.
   - Become familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
   - Review the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
   - Be aware of the school's ongoing bullying and harassment prevention efforts and social-emotional supports.
2) Understand your child's grade level expectations
   - Ensure your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
3) Actively participate in parent, family and student programming hosted by the district and your child's school
4) Engage in timely two-way communication with teachers and staff
   - Monitor your child's academic progress and contact teachers as needed.
   - Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
   - Contact school officials if you are concerned with your child's emotional or mental well-being.
5) Serve as a leader and/or volunteer at the campus and/or district level, for example:
   - Become a school volunteer. [For further information, see **Board Policy GKG**.]
   - Participate in campus parent organizations such as PTA, PTO, PTSA, booster clubs etc. For further information, please contact your school.
   - Serve as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see **Board Policies BQA** and **BQB**.]
   - Serve on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See **Board Policies BDF**, **EHAA**, and **FFA**.]

- Serve on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Attend board meetings to learn more about district operations. [See **Board Policies BE** and **BED** for more information.]

6) Ensure your child's campus has your current contact information
7) Be an advocate for your child
   - Discuss with the school counselor or principal any questions you may have about the options and opportunities available to your child.
8) Provide meaningful feedback through surveys, evaluations, and focus groups

### SBISD Translation Policy

The SBISD Translation Policy* sets forth district and campus expectations to ensure all SBISD families, including non-English speakers, are provided proper translation and interpretation services, so they may be engaged participants in their children's education. Access the policy **here.**

*This policy aligns with requirements of the Every Student Succeeds Act (ESSA)

## Pledge of Allegiance and Minute of Silence

In accordance with state law, each day the schools will observe a minute of silence and recite the pledges to both the United States and Texas flags. Parents/guardians that do not wish for their students to participate in the pledges must submit a written statement to the school.

## Prayer

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

## Dress Code

A necessary factor in school morale concerns student dress. As a student's appearance many times governs his/her attitude and behavior, neat, clean, modest attire is important. Sloppy, tattered, or distractive dress detracts from the learning atmosphere and is considered inappropriate. The following rules have been established and adopted by the District to create the most beneficial environment for the student.

### Dress Code—*Elementary*

The following guidelines for dress code have been adopted by the District:

- Clothing should be neat and clean.
- Shoes or sandals must be worn. All students in grades PK–5 are required to wear tennis shoes for participation in health fitness classes. All other shoes, regardless of rubber soles or leather tops (saddle oxfords, deck shoes, top-siders, etc.), are not considered safe for health fitness activities.
- Shoes with built-in wheels are not permitted.
- The District prohibits any clothing or grooming that, in the principal's judgment, may cause disruption of or interference with normal school operations.
- Clothing may not be worn if it displays (written or pictured) obscene and distasteful slogans or advertises

tobacco, alcoholic beverages, drugs, or "gang insignias."

- Pants **must** be worn above the hip bone with a belt, if needed.
- Caps, bandanas, and colored beads may not be worn at school.

- **Some campuses have adopted additional guidelines for approved school attire which may include color-consistent clothing.**

## Dress Code—*Secondary*

**Note: Campuses may include additional criteria.**

- Hats, caps, hairnets, bandanas, trench coats, and dusters are not permitted in school.
- Clothing may not be worn which displays (written or pictured) obscene or distasteful slogans, advertises tobacco, drugs, alcoholic beverages, or prohibited substances.
- Shoes must be worn; however, water/aqua socks, house shoes, or shoes creating a safety issue are not permitted.
- See-through clothing is not permitted.
- Garments that expose the midriff during normal school activities (i.e. raising your hands) are not acceptable.
- The length of shorts and skirts should be appropriate for school and school activities. The campus administration will have authority to determine what is appropriate for the campus.
- Hair should be clean, neat, and well-groomed.
- Torn, tattered, unhemmed clothing will not be allowed.
- Pants must be worn at the waist.
- Body piercing that is distracting is inappropriate for school and school-related activities. Piercing of the face will be limited to the ears only. Gauging of the ears is not allowed. Piercing of the eye area, brows, lids, forehead, scalp, cheeks, nose, lips, tongue, chin, or neck is prohibited.
- Clothing, badges, and/or tattoos, which display obscenities or sexual innuendo; depict violence or weapons; advertise or promote alcoholic beverages, narcotics, tobacco, or other prohibited substances; display gang affiliation or worn in a manner that communicates gang affiliation; or items that could be viewed as offensive to others are not permitted.

**Boys**

- No facial hair is allowed for middle ~~for Middle~~ School boys.
- Tank tops and sleeveless shirts may not be worn.

**Girls**

- Halter tops, tank tops, tube tops, and tops that are immodest and/or expose undergarments are not permitted.
- Undergarments (top and bottom) must be worn at all times.

**Some campuses have adopted additional guidelines for approved school attire which may include color-consistent clothing.**

## *Safe and Drug-Free Schools and Communities Act*

Compliance with federal requirements for drug prevention programs requires that parents and students be advised of the following:

- The use and/or unlawful possession of illicit drugs and alcohol is wrong and harmful;

- All students are prohibited from unlawful possession, use, sale, distribution, transmittal; or attempt to possess, use, sell, distribute, transmit; or being under the influence of a controlled substance or dangerous drug (as defined by law) or alcohol or any alcoholic beverage, or any abusable or volatile chemical substance, or any intoxicant or behavior-altering drug on school premises or off school premises at a school-related activity, function, or event. This prohibition includes vehicles that are on school district property, or at a school-related activity, function or event, whether on or off school district property.
- Compliance with all requirements, prohibitions, and standards of conduct is mandatory. When students commit drug- or alcohol-related offenses, they may be referred to legal authorities for criminal prosecution in addition to school-imposed discipline;
- The SBISD *Student Code of Conduct* which provides a range of disciplinary sanctions for alcohol- and drug-related offenses is available for review at all schools;
- A listing (*Drug Abuse Resources*) of drug and alcohol counseling, rehabilitation, and re-entry programs is available from each school principal, counselor, or nurse.

The Texas Department of State Health Services outlawed marijuana-like substances that are commonly found in K2, Spice, and other synthetic marijuana products. Penalties for the manufacture, sale, or possession of marijuana-like substances are Class A or B misdemeanors.

## Tobacco and E-Cigarettes Prohibited (Students and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, vaping, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the *Student Code of Conduct* and **Board Policies FNCD** and **GKA**.]

# Right to Know Information

A Product Safety website is available in each administrative office on every campus in SBISD. The Product Safety website provides information on all chemical products including pesticides, custodial cleaners, etc., that will be used in the building.

Chemical products will not be allowed in the school without administrative approval and Safety Data Sheet (SDS) information. Any question or concern may be directed to the Associate Superintendent of Operations.

The District is committed to make every effort to provide a safe environment for students, patrons, faculty and staff. The following information and procedures are provided to inform you of this commitment.

## Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available in the main office of each District site. If you have any questions or would like to examine the District's plan in more detail, please contact ~~Paul Leeper~~ Zakuti Bujar, the District's designated asbestos coordinator, at 713-251-~~1035~~ 1031.

## Pesticides

In accordance with the *Texas Structural Pest Control Act*, SBISD has developed and adopted a Pest Management Policy.

Based on this policy, the control of any pest within the District, whether by the use of mechanical, physical, chemical, cultural, or biological means, will be determined by Integrated Pest Management (IPM) procedures. Only licensed certified applicators or licensed certified non-commercial applicators may use these means. All pest management shall be overseen by the IPM Coordinator.

Pesticides are periodically applied indoors and/or outdoors at all SBISD facilities. Information concerning

applications is available upon request from the office of David Hughes, SBISD IPM Coordinator, 1050 Dairy Ashford, Houston, TX 77079.

It is unlawful for individuals to apply or bring pesticides to any facility owned or controlled by the District.

## Check Acceptance Requirement

The District has established the following requirement for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current full and accurate name, address, telephone number, ~~drivers license number,~~ and state. In the event your check is returned for non-payment, the District will use a third party to collect the face value of the check along with a state-allowed recovery fee. In the event your check is returned for non-payment, checks may no longer be an acceptable form of payment.

## Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, or other sexual conduct, either verbal or physical, or any unwelcome behavior of a sexual nature. For specific information please refer to the SBISD *Student Code of Conduct.*

## Waiver of Student Fees

Upon receipt by the District of reliable proof that a student and his/her parent/guardian are unable to pay a fee or deposit required by the school, such fee or deposit may be waived. Such student and his/her parent/guardian must present evidence of their inability to pay to the building principal who shall determine eligibility for a fee waiver.

## Motor Vehicles

The operation of any type of motor vehicle upon the properties of the District by any person at any time is prohibited. Anyone violating this restriction shall be subject to fines and other penalties provided in the statutes of the city and state. This rule of restriction shall not apply to clearly-designated driveways or parking lots.

# Child Nutrition Services

## Child Nutrition

Child Nutrition Services maintains a website that contains menus, nutritional information, and much more information at https://www.springbranchisd.com/cns.

Please reference our website for the most up-to-date information.

Spring Branch ISD participates in the School Breakfast and National School Lunch programs on every campus, except the Guthrie Center, as well as offering several la carte options. Families wishing to receive Free and Reduced Price meal benefits must apply for them by completing an application. Qualifications for these benefits are available based on federally provided formulas based on financial need. Additionally, Spring Branch ISD operates the Community Eligibility Program (CEP) at several campuses. While families at participating CEP campuses do not have to submit Free and Reduced Price meal applications, in order to ensure the full benefits available to the school and the students, an Income Survey should be completed. Both program applications and Income Surveys will be distributed to all students at their enrolled campuses during the opening weeks of school. These applications are also available online at the CNS website. Families must re-apply each year for meal benefits.

The method of identification at each point-of-sale location will be the District issued identification number provided to each student upon enrollment. Students may make prepayments for meals daily, weekly, or monthly. Prepayments are strongly encouraged and can be made on-site with the cafeteria cashier or can be made online using School Café: https://www.schoolcafe.com/. For the ease of our families, School Café also has an app that can be downloaded for any Apple or Android mobile device. If you wish to pay via personal check, please send separate checks for each student and include your student's ID number and your local address on the check. If you have questions, please contact the CNS Office at 713-251-1150.

Menus are published and posted online on a yearly basis and can be found on the CNS website. Meal prices for both students and staff are regulated by federal law and are on the CNS website as well. Meals always include an entrée, fruit, a variety of vegetables, and milk. Breakfast is the most important meal of the day…so don't forget to start your day right! Students can choose from a variety of daily selections for lunch which often includes baked potatoes, salads, hot sandwiches, and other daily hot entrée offerings. Most schools utilize an "offer vs. serve" meal pattern which allows students to have a choice in the foods that they eat. Serving times vary according to location, so please check your school's website for details. Some schools allow outside meals but only if delivered by a parent/guardian or previously ordered and paid for—please check with your school leadership for more details. Unsolicited commercial delivery of meals is always prohibited at all locations.

## Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. The district's nutrition guidelines are to ensure all foods and beverages sold or marketed to students during the school day adhere to all federal regulations and guidelines, and are designed to promote student health and reduce childhood obesity. Per federal law, SBISD will prohibit the sale of non-juice, carbonated beverages that contain natural or artificial sweeteners (i.e. soft drinks) during the school day. **Board Policies CO and FFA**.

## Charge Policy

Students will be allowed to charge up to $20 to their accounts to accommodate special circumstances where money is not available to pay for a meal. All charges are the responsibility of the student and should be paid in full by the end of the school year. If you would like a refund for money prepaid to a student's account, you may request a refund from any Cafeteria Manager at any campus or you can send an email request to: mailto:cns@springbranchisd.com. Please include the student's name and/or student ID number, the name of the person entitled to receive the refund (parent or guardian), and the address where you would like the refund to be mailed. Refunds take approximately 2-3 weeks for processing. For questions, please contact Child Nutrition Services, 713-251-1150 or 1031 Witte Rd., Bldg. T2A, Houston, TX 77055.

## "Smart Snacks"

The Healthy, Hunger-Free Kids Act of 2010 has changed much of how foodservice operations in schools operate. Changes are ongoing so it's best to always check with the CNS Office for the most up-to-date information, but another good source is the USDA Food and Nutrition Service (FNS) website at http://www.fns.usda.gov/ . Currently, federal regulations continue to prohibit deep-fat frying and most carbonated beverages/soda. Regulations recommend that any activities that involve food (fundraising, etc.) occur outside the normal school day so that they do not replace a nutritious breakfast or lunch. Currently, regulations still allow birthday parties or other celebrations that use food to continue, but require that they occur outside the normal serving times for meals. Any birthday parties or other celebrations should be planned in coordination with each campus principal so as not to interfere with learning activities.

Be aware that these regulations include food that may be sold or otherwise provided by any school administrator or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company, or organization. The rules change frequently, so please contact the CNS Office or the USDA FNS website for additional details.

## Outside Fundraising

Students are not allowed to bring to school items such as candy, cookies, or other treats to be sold as part of a fundraiser sponsored by a non-school organization at school during the day. Regulations do allow for unlimited fundraising to occur if the foods sold meet the "Smart Snack" regulations. Again, please see the USDA FNS website or contact the Child Nutrition Offices for the most current details.

## Closed Campus—*Secondary*

Once arriving on the campus for a school day, the student will not be permitted to leave the campus without the permission of the administration. Closed campus includes students remaining on campus for lunch.

## Policies and Procedures that Promote Student Physical and Mental Health—*All Grade Levels*

Once arriving on the campus for a school day, the student will not be permitted to leave the campus without the permission of the administration. Closed campus includes students remaining on campus for lunch.

- The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at pol.tasb.org/Home/Index/599
- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

Parents and students in need of assistance with physical and mental health concerns may contact their campus nurse or counselor for assistance. Other other supports can be found at the Harris County Public Health Department https://publichealth.harriscountytx.gov/

# Student Health Services

## Student Insurance

The Board of Trustees annually considers various plans of student insurance available and approves a plan to be offered through the school. The building principal can assist parents with procedures, but the school acts only as a service agent, receives no remuneration, and is not responsible for claims resulting from injuries. The school does not carry insurance for personal injury or liability nor personal property loss or damage.

The school will furnish claim applications for those students enrolled in the program who are injured at school or traveling to or from school. Claim forms may be obtained also from any of the athletic trainers. The teacher/coach in charge of a specific sport issues claim applications for students injured in athletics. Parents are reminded that all accident insurance claims carry a deadline after which the company is not liable for payment.

## Health Services

Health services are provided by the school nurse and/or nurse assistant in the event of illness or injury occurring during the school day.

A student may go to the clinic only after obtaining a corridor pass from his/her classroom teacher. Failure to report to the clinic after leaving class with a corridor pass is considered truancy. Students who leave school without going through the clinic, appropriate administrative office, or the attendance office will be considered truant.

## Medications

Parents/guardians are responsible for the safe transport and delivery of ALL medications to the school clinic. These medications must be registered with the health services staff and must be kept in the clinic. Prescription medication must be provided by the parent/guardian, in the original container, appropriately labeled with complete dosing instruction from a recognized pharmacy or physician. Prescription medication may only be administered when a signed written request with complete dosing instructions has been received from a licensed health care provider, licensed to practice in the United States, **AND** the parent/guardian. IN ADDITION, the parent/guardian MUST bring any Controlled Substance to the clinic and the medication MUST be counted with the nurse or unlicensed designee.

Non-prescription medication may be administered when a signed written request with dosing instructions has been received from the parent/guardian, and the medication is in the original container with the original label.

If the requested dosage exceeds the recommended dosage on the container, a physician's order is required.

When the course of treatment is complete, or at the end of the school year, the parent/guardian will be asked to pick up any unused portion of the student's medication. Any medication not claimed will be destroyed.

*Exceptions:*

1. A student with asthma or severe allergic reaction (anaphylaxis) including food allergies may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent/guardian and a licensed health-care provider. The student must also demonstrate to his or her health care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication. If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse.
2. In accordance with a student's Individualized Healthcare Plan (IHP) for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse for more information.

## Alternative Medications

A student will not be allowed to have on his/her person any drug, including natural remedies such as herbs, vitamins, dietary supplements, homeopathic medicines, or medications from other countries, without 1) a written order from a health care provider authorized to prescribe in the state of Texas, that includes the condition for which the product is being used; 2) a written request from the parent/guardian; 3) verification that the product and requested dosage are safe for the student (considering age, body weight, and condition); and 4) reasonable information about therapeutic and untoward side effects and interactions. Parents are welcome to come to the clinic to administer medicine to their children as they wish.

## Guidelines for Keeping Sick Students Home from School

A student who is unable to participate in school in a meaningful way because of illness should be kept home to rest and recover until symptoms resolve. Keeping a sick student home also protects other students and school staff from contracting an illness that can be spread from person to person.

- Fever: A student must remain home with a fever of 100° F and may only return after he/she has been fever free for 24 hours without fever-reducing medication such as Tylenol or Motrin.
- Diarrhea/Vomiting: A student with diarrhea and/or vomiting must stay home and may return to school only after being symptom-free for 24 hours.
- Conjunctivitis (Pink Eye): Following a diagnosis of pink eye, a student may return to school 24 hours after the first dose of prescribed medication has been administered.
- Rashes: Common infectious diseases with rashes are most contagious in the early stages. A student with a suspicious rash must stay at home and may return to school only after a healthcare provider has made a diagnosis and authorizes the student's return to school, in writing, or symptoms have completely resolved.

If you take your student to a healthcare provider for an evaluation of illness or injury, please be sure to request a letter stating when your student may return to school and any accommodations required upon his/her return.

SBISD school nurses will exclude students with symptoms of a communicable illness from attending school. The school district and parents are in partnership to keep our community healthy, and together they can prevent outbreaks of contagious diseases.

## Mandated Health Screening

### Vision and Hearing Screening

The Texas Department of State Health Services (DSHS) Vision and Hearing Screening Program is authorized by Texas Health and Safety Code, Chapter 36. This program requires screening of individuals who attend public or private preschools or schools to detect vision or hearing abnormalities. Vision and Hearing screenings must be done for any student who is 4 years old on September 1st, Kindergarten students, any student new to SBISD within 120 days of admission, and all 1st, 3rd, 5th, and 7th grade students.

### Type 2 Diabetes Screening

The Texas Risk Assessment for Type 2 Diabetes in Children is a legislatively-mandated program developed, coordinated, and administrated by the University of Texas Rio Grande Valley Border Health Office (BHO). The program assesses children who may be at high risk of developing Type 2 Diabetes. The Texas Risk Assessment for Type 2 Diabetes (Acanthosis Nigricans) must be done for all students in 1st, 3rd, 5th, and 7th grades any time within the school year (preferably within the first semester).

An individual required to be screened shall comply with the requirements according to SBISD's screening schedule. The parent/guardian may substitute professional examinations for the screening if the results are received by the school nurse prior to set screening dates.

### Spinal Screening

The Texas Department of State Health Services (DSHS) Spinal Screening Program is authorized by Texas Health and Safety Code, Chapter 37. The Texas Legislature established the program to detect abnormal spinal curvature in students.

All students shall undergo screening for abnormal spinal curvature in accordance with the following schedule:

- Girls will be screened two times, once in Grade 5 and again in Grade 7.
- Boys will be screened one time in Grade 8.

Documentation may be provided to the school that spinal screening has been, or will be, performed in a medical home or that it is being declined based on religious tenets. Documentation includes an affidavit from a licensed professional or the parent, guardian, or managing conservator as described below:

1. Documentation from a licensed professional that the individual is actively under medical care for one or more spinal problems; or
2. A signed form from the parent, guardian, or managing conservator that screening for abnormal spinal curvature was, or will be, performed during a professional examination; or
3. A signed form from the parent, legal guardian, or managing conservator in lieu of the screening record(s) stating the screening conflicts with the tenets and practices of a church or religious denomination of which the affiant is an adherent or member.

## Head Lice (Pediculosis)

Head Lice (Pediculosis) can be a nuisance, but has not been shown to spread disease or cause illness. Personal hygiene or cleanliness in the home or school also have nothing to do with getting head lice. "No Nit" policies that were in effect in the past under which a student was not allowed to return to school until all lice eggs (nits) were removed has been discouraged by both The American Academy of Pediatrics and the National Association of School Nurses. The Center for Disease Control also discourages a "No Nit" policy and cites these reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as casings.
- Nits are cemented to hair shafts and unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families, and communities far outweighs the risks associated with head lice.

Although no one is immune from head lice, the problem can be controlled. The school nurse will inspect a student's hair if the student exhibits symptoms of lice. If the school nurse finds live lice, the parent will be advised that treatment is indicated. A student who has been found to have an active case of live lice may attend school only after the treatment has eliminated all live lice. We appreciate your cooperation in assisting us in the prevention and control of head lice in our schools with routine family inspection, prompt and effective treatment, and avoiding direct or indirect contact with other people's hair.

## Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

**What is meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

**What are the symptoms?**

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

**How serious is bacterial meningitis?**

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

**How is bacterial meningitis spread?**

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

**How can bacterial meningitis be prevented?**

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

**What should you do if you think you or a friend might have bacterial meningitis?**

You should seek prompt medical attention.

**Where can you get more information?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional

information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

***Note:*** DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

## Food and Severe Allergies

SBISD has a Student Food Allergy Management Plan that includes procedures to limit the risk posed to students with food allergies that includes training for employees regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction.

Parents are provided the opportunity to inform the campus nurse about food and severe allergies on the SBISD Clinic Emergency Card. Parents must fill out a Student Diet Modification form signed by an authorized medical provider annually to have diet modifications made by Child Nutrition Services.

## Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

## Coordinated School Health

The District School Health Advisory Council (DSHAC) duties include the following:

1. Surveying and obtaining data in relationship to the number of minutes of recess during the day;
2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and Type II diabetes through coordination of health education, physical education and physical activity; nutrition services parental involvement; and instruction to prevent the use of tobacco;
3. Appropriate grade levels and methods of instruction for human sexuality instruction; and
4. Strategies for integrating the curriculum components specified by item 2 above with the following elements in a coordinated school health program:
    a. School health services;
    b. Counseling and guidance services;
    c. A safe and healthy school environment; and
    d. School employee wellness.

DSHAC meets at least four times during the school year. The minutes to these meetings and meeting schedule for 2020-2021 are posted on District webpage at DSHAC.

# Student Transportation and Parking

## Bus Transportation

Transportation is a privilege, not a right. Students may be subject to any disciplinary actions in the *Student Code of Conduct*, including suspension from the bus for violations of the *Student Code of Conduct*.

Parents/Guardians impeding bus transportation in any manner may lead to the suspension of bus privileges for their child.

In order to ensure safety is maintained, the following will apply:

- Students must be on time at designated bus stops 10 minutes before scheduled. Buses cannot wait for tardy students.
- Parents are responsible for supervision of the bus stop area prior to the arrival of the bus.
- Students in Prekindergarten and Kindergarten must be met at the bus by a parent or designee.
- Students must be able to enter and exit a bus without hesitation and without assistance, including emergency evacuations.
- Students must ride the bus they are assigned. Buses will load and unload only at designated stops.
- Students must stay off the roadway while waiting for the bus and should form a line to get on the bus.
- Students are to wait until the bus has come to a complete stop before attempting to enter or leave the bus. Students shall remain seated while the bus is in motion. Students shall enter or leave the bus only at the front door except in the case of an emergency.
- Students shall obey the driver's suggestions and help the driver to assure safety at all times.
- Students must not leave the bus without the driver's consent except at home or school. No unauthorized stops will be made.
- Students shall cross at least fifteen feet in front of the bus when crossing the road, never at the rear of the bus.
- Students will need to obtain a Rider Permit Form from the campus in situations when they need to ride a different bus or get off at another location.
- Students shall occupy any seat assigned by the driver; keep feet out of aisles, off seats, and backs of seats; and sit erect with feet on the floor.
- Students are required to use and securely fasten three-point seat belts, when available, anytime the bus is in motion. Students are encouraged to use and securely fasten lap belts, when available, anytime the bus is in motion.
- Students must keep head, arms, and hands inside the bus.
- Students may sit three in a seat, filling back seats first, when conditions require it.
- Students must hold their musical instruments. The musical instruments may not be left in aisles, at front, or by the rear door.
- Students shall keep the bus clean. No eating or drinking is allowed on the bus.
- Students shall report to the driver any damage to the property. Damage to the interior or exterior of the bus will result in payment by the student or parents of student for damages and may result in suspended bus riding privileges for the student.
- Students are not permitted to bring skateboards on school buses.
- Students are not permitted to bring live animals on school buses.
- Students must follow any other rules established by the operator of the bus.

## Bus Transportation—*Prekindergarten (4-year-olds) and Kindergarten*

Although the safety of all students is of concern, a process has been developed to assist our very youngest students during bus drop-off. Parents of prekindergarten (4-year-olds) and kindergarten students are to display to the bus driver a campus-issued blue card verifying that they are authorized to pick up the child at the bus stop. Children who do not have a parent or parent designee with the appropriate blue card at drop-off location will be returned to the campus. Parents can designate an older sibling to have a blue card and take the younger sibling off the bus. Each day the parent or parent designee must bring the card to the stop to pick up their child. This will be especially helpful in the case of a substitute bus driver. The campus will provide the card for the parent at registration and again at the beginning of the school year.

## Parking/Traffic Regulations—*High School*

Students who drive cars to school are required to park in the designated student parking lots. Cars must be parked between yellow lines on the parking lot pavement. Cars which are not parked in the proper manner or area **may be towed away or booted at the owner's expense** and the student driver will be subject to disciplinary

action.

All cars in the student parking lot must display a parking sticker in the lower right corner of the front windshield. Parking stickers must be purchased by the student on his/her own initiative in the appropriate office. Middle School students are not allowed to drive.

Parking privileges are also provided for students who ride bicycles, motorbikes, or motorcycles to school. Areas of operation of these vehicles are limited to the parking lot or clearly defined driveways and do not include the sidewalks.

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Security demands that students leave their vehicles immediately upon arrival in the parking lot. **No student without a pass from an administrator may enter the student parking lot during the day.**

Vocational students who must leave via the parking lot during the day must have their vocational pass and identification available and must not loiter in the parking lot before leaving or after returning to the campus. The use of a car is a privilege and can be revoked.

Drivers are expected to exercise good judgment behind the wheel at all times. On campus, ten miles per hour (10 MPH) is the maximum speed limit.

Violation of any of these regulations is considered misconduct and may result in removal of parking privileges.

# SBISD Student Agreement for Responsible Use of the District's Technology Resources

## Access and Guidelines

In Spring Branch ISD we are guided by strong character, ethics and integrity, assuming personal responsibility for our actions, treating others with kindness and mutual respect, and being trustworthy in all that we do.

You are being given access to the District-provided technology resources listed below.

- A District email account, including access to online document storage and collaboration space *(Google Apps for Education* and *Office 365). *Note: Elementary student emails are only allowed to correspond within the District.*
- District computer hardware, software, and printers on your school campus.
- District-filtered Internet access.
- Based on campus programs you may be given access to District-owned technology resources for use when away from school.

With this educational opportunity comes responsibility. It is important that you and your parents read the applicable District policies, administrative regulations, and agreement form and contact your campus principal if you have questions. Inappropriate use of the District's technology resources may result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, in accordance with the *Student Code of Conduct* and applicable laws.

Access to technology resources including the Internet and email provide tools for supporting the Spring Branch curriculum. Technology can be used to personalize learning, build collaboration and provide access to research materials and information on current events. Although SBISD does provide filtering to block unacceptable content, students may find ways to access other materials. Parents do have the right to deny the use of technology resources by opting out on the SBISD Parent/Guardian/Student Acknowledgements:

Technology Responsible Use Policy Form. This form is available during registration and online.

The following guidelines apply to all District networks, email accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access.

### District-Related Policies

See **Board Policies CQ (LOCAL)**, **CY (LOCAL)**, **DH (LOCAL)**, **FFH (LOCAL)**, **FFI (LEGAL)**, **FN series**, and the *SBISD Student Code of Conduct.*

### Filtering

Please note that the Internet is a network of many types of communication and information networks. It is possible that students (or parents) may run across areas of adult content and some material might be found objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be the student's responsibility to follow the guidelines for responsible use.

### Network Resources

The use of the school network is a privilege, not a right, and may be revoked if abused. The student is personally responsible for his/her actions when utilizing the school's technology resources.

### Privacy

Network storage areas such as a student's file storage folder are the property of the school district. The Network administrator may review any storage area of the network to maintain system integrity and to ensure responsible use. Also, electronic mail transmissions and other use of the electronic communications system by students shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes.

### Copying/Downloading

Students are NOT permitted to download or install any unauthorized software, shareware, or freeware onto the school's computers. Students are NOT permitted to copy others' work or intrude into others' files.

## Reporting Violations

- Students must immediately report any known violation of the District's applicable policies, Internet safety plan, or responsible use guidelines to their teacher or campus administrator.
- Students must report to their teacher or campus administrator any requests for personally identifiable information or contact from unknown individuals, as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

## Rules for Responsible Use for District-Owned and Personal Technology Resources

- Students will be accountable for proper use and care of district-provided equipment (computers, devices, etc.). Equipment shall not be shared or defaced. Example: Personalized by applying stickers.
- When students are issued their own account and password, they must **NOT** share their account information with another person or try to use someone else's account.
- Students will understand that their school network and email accounts are owned by the District and are not private.
- When communicating through email, virtual setting, or other electronic means, students must use appropriate language and etiquette as they would when communicating face-to-face. Always be respectful and refrain from using profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- Students must remember that people who receive email or other communication from them through their school account might think their message represents the school's point of view. Students will understand that they will be held responsible for how they represent themselves and their schools and District on the Internet.
- Students' communications with teachers and staff is to be at all times associated to their coursework and school-related programs. Exceptions may exist if the teacher/student has a previously-disclosed relation as authorized in writing by the parent.
- Technology resources are for instructional and educational purposes. Students will avoid using any technology resource in such a way that would disrupt the activities of other users.

- Students will not download or sign up for any online resource or application without prior approval from their teacher or other District administrator.
- Students will refrain from attempting to bypass, or circumvent, District security settings or Internet filters to interfere with the operations of the network or District services and software.
- Students under the age of 13 will not sign up for individual accounts but may use a District or classroom account, as applicable.
- Students will refrain from the use of or access of files, software, or other resources owned by others without the owner's permission. Students will use only those school network directories that are designated for their use or for the purpose designated by their teachers.
- Students will follow all guidelines set forth by the District and/or their teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting, or video repository).
- Students will understand the Internet is a source for information that is both true and false; and that the school is not responsible for inaccurate information obtained from the Internet.
- Students will understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- Students will agree to abide by all Internet safety guidelines that are provided by the school and to complete all assignments related to Internet safety.
- Students will agree to save only school-related work and information to data storage folder(s) provided by the District.
- Students must always keep their personal information and the personal information of others private. This includes name, address, photographs, or any other personally identifiable or private information.
- Students will be held responsible at all times for the proper use of their account, and the District may suspend or revoke access if rules are violated.

## Misuse of Technology Resources and the Internet

### Cyberbullying

Bullying in any form will not be tolerated in Spring Branch. Examples of cyberbullying include but are not limited to unkind text messages or emails, inappropriate and embarrassing photos, videos, etc. that may be shared with others via electronic means such as emails and text messages, posting on social networking apps, websites, etc.

Students are prohibited from possessing, sending, forwarding, posting, delivering, accessing, or displaying electronic messages or videos that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, or in a virtual setting, whether the equipment used to send such messages or videos is District-owned or personally owned, if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the *Student Code of Conduct*; may be required to complete an educational program related to the dangers of this type of behavior; and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ~~http://beforeyoutext.com~~, a ~~state-developed~~ program that addresses the consequences of engaging in inappropriate behavior using technology.

Students sharing inappropriate photos and electronic communications with SBISD staff will be subjected to disciplinary actions outlined in the *Student Code of Conduct*. Staff members have an obligation to report any inappropriate communications they receive.

In addition, any student who engages in conduct that results in a breach of the District's network or device security will be disciplined in accordance with the *Student Code of Conduct*; and, in some cases, the consequence may rise to the level of expulsion.

The following are additional examples of inappropriate uses of technology resources that may result in loss of privileges or disciplinary action.

- Disrupting the educational process in the District.

- Using technology resources for any illegal purpose, including threatening school safety or the safety of anyone else.
- Accessing resources to knowingly alter, damage, circumvent, or delete District property or information, or to breach any other electronic equipment, network, or electronic communications system in violation of the law or District policy.
- Damaging electronic communication systems or electronic equipment, including but not limited to knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming compromised.
- Disabling or attempting to disable or bypass any Internet filtering device or software.
- Signing into someone else's account.
- Pretending to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.
- Using resources to engage in conduct that harasses or bullies others.
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including material that constitutes cyberbullying and "sexting." Users who access such material are expected to discontinue the access as quickly as possible and to report the incident to a supervising teacher.
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Posting personal information about yourself OR others, such as addresses, phone numbers, or photographs without permission, or responding to requests for personally identifiable information or contact from unknown individuals.
- Making appointments to meet in person other people met online. If a request for such a meeting is received, it should be immediately reported to a teacher or administrator.
- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder.
- Wasting school resources through the improper use of the District's technology resources, including sending spam.
- Downloading unauthorized applications or software or gaining unauthorized access to restricted information or resources.
- Subscribing to inappropriate newsgroups.
- Using email for commercial, political, or advertising purposes.
- Accessing personal email accounts during the instructional periods.
- Using a device to take pictures, capture images or video in any locker room, bathroom or other areas in which students dress.
- Posting videos, photos, etc. of others to the Internet or social media tools without their approval.

## District-issued Student Email Accounts

Students may be provided a District-issued email account at school. If your child has access to the Internet from home, then he/she will be able to access his/her email from home. Email accounts have been created for all SBISD students and used when an academic need is identified by a teacher. Email accounts for students in PK-5 are set for SBISD District correspondence only and students will not be able to use the account to email outside the District. The goal of student email will be to enrich the educational experience.

Email exchanges might include, but not be limited to, correspondence with field experts or mentors *(secondary only)*, students in other locations, classroom teachers (to submit questions or allow the teacher to send home assignments); subscribing to listserv *(secondary only)*; or transmitting class documents from home to school. Students understand use of the student email account is viewed as a privilege and, as such, access may be used for educational and research purposes only. Misuse may result in school disciplinary action and in loss of email

privileges. Students must use their SBISD accounts for all correspondence with teachers (not personal email).

## Possession of Personal Telecommunications and Electronic Devices

Telecommunications/electronic devices that are capable of one-way telecommunications shall be prohibited from all District campuses. One-way telecommunications shall be defined as the ability for a third-party to listen to a conversation where participants of the conversation have not consented to a "third-party listener." Any device capable of one-way telecommunications shall be prohibited even if the one-way telecommunications function is disabled. Listening in on a conversation where participants of a conversation have not consented to the third-party listener is considered interception of a communication and is a crime under *Texas Penal Code § 16.02(b)*.

A student in grades PreK-12 may use a telecommunications/electronic device to the extent authorized by a classroom teacher or administrator for instructional purposes. Telecommunications/electronic devices shall not be used to take pictures or video at any time during the school day or on school grounds, unless authorized by the classroom teacher for instructional purposes.

A student in grades PreK-5 may use a personal telecommunications/electronic device on school grounds during non-instruction time and athletic events for other school-related activities/special events to the extent authorized by the campus administration. A student in grades 6-12 may use a personal telecommunications/electronic device on school grounds during non-instructional times, athletic events, or other school-related activities/special events.

All personal telecommunications/electronic devices shall be set so that incoming calls, text messages, and the like do not impair the learning environment (i.e. make sound).

When use of any personal telecommunications/electronic device is granted, the use may not in any way:

- Disrupt the educational process in the District
- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind
- Compromise or circumvent the district network and/or data security
- Students may not damage or vandalize electronic communication systems or electronic equipment
- Students may not use another person's account

Specifically, the use of any personal telecommunications/electronic device that may be used to take pictures, capture images or video in any locker room, bathroom, or other areas in which students dress is prohibited at all times.

A staff member who discovers a student in possession of a personal telecommunications/electronic device in violation of guidelines set forth in the *Student/Parent Handbook* shall confiscate the device and turn it over to a campus administrator by the end of the school day.

The District is not responsible for personal telecommunications/electronic devices brought onto campus or school-related events that become lost or stolen.

In the event that the personal telecommunications/electronic device is not retrieved by the parent by the end of the third day after it was confiscated, the campus administrator shall, in a timely manner, send a written notice to the parent/guardian of the date and time that he or she may meet with the campus administrator to retrieve the personal device and discuss the student's violation of the District's policy governing the use of personal telecommunications/electronic devices [**Board Policy FNCE (LOCAL)**]. The campus administrator shall release the personal telecommunications device to the parent/guardian after the student has completed the necessary consequence, as defined by the *Student/Parent Handbook*, which is assigned by the administration.

All personal telecommunications/electronic devices not claimed within the 30 calendar days will become the property of the District.

Any time a telecommunications/electronic device is taken up as part of an investigation, if there are possible criminal charges, the telecommunications/electronic device will be turned over to the SBISD Police Department. If the investigation involves possible illicit pictures, the names and ages of the persons depicted will be attempted to be identified. If the individuals depicted are in fact minors, and the pictures do violate Penal Statutes, the District Attorney's Office will be contacted and, if appropriate, criminal charges filed. The telecommunications/electronic device will then remain in the custody of the Police Department and the Courts. Once a telecommunications/ electronic device has been confiscated by the SBISD Police department or any other law enforcement agency,

that agency will determine whether or not the telecommunications/electronic device will be returned to the parents/guardian.

### Disclaimer

These guidelines apply to stand-alone computers as well as devices connected to the network/Internet. The District makes no warranties of any kind, whether expressed or implied, for the services it is providing and is not responsible for any damages suffered by users. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its negligence or user errors or omissions. The District is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the network/Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

## Visits to SBISD Schools

Upon arrival to school, all parents and visitors must check in at the front office with a photo ID. All visitors will have their ID run through the RAPTOR system to ensure the safety of our students and staff. RAPTOR is the visitor registration software used on our campuses that verifies and keeps a record of all visitors on the campus.

SBISD encourages parents to visit his/her child's classroom to see the quality instruction and learning. In order to provide a safe, positive, instructional learning environment for all children in the classroom, we ask parents to honor the following procedures in order to minimize interruptions to instruction.

- Parents must call or email the teacher to set up a time and date in advance. An administrator will also be notified of the time and date of the visit.
- The date cannot be on a local or state testing time or at a time that would cause a disruption to the instruction in the classroom.
- The length of visit will be determined by the principal. Classrooms are limited to one visitor at a time so instruction is not interrupted.
- Visitation opportunities are intended for parents and guardians. Outside tutors, consultants and other individuals representing families may not conduct student or classroom observations.
- A chair will be provided in an area of the room as not to cause a disruption to the learning in the classroom.
- The parent may not disrupt or visit with the student or teacher during instruction. This includes attempts by the parent to discipline his/her student while at school.
- The teacher cannot conference or visit with the parent at this time as that would interrupt instruction and the classroom routine.
- Should the parent have any questions or discussion from the visit, he/she is to call and set up an appointment for a conference with the teacher.
- Lunch visitors may be parents/guardians, non-school-aged siblings, grandparents (with written permission from a parent), and campus mentors. Visits will be limited to the 30-minute lunch period. Principals may designate a guest area for lunch visitors. Only an authorized lunch visitor and the student for whom the visitor is approved may sit in the guest area.
- When coming to school to visit with a teacher or administrator, please call ahead to arrange a time to meet. This will help to ensure the person you wish to see is available and will ensure that students receive the full attention of staff members.
- Visitors must return to the front office area, return their visitor passes, and exit through designated doorways upon completion of their visit to the campus.
- The principal is authorized to establish check-in and check-out procedures for assemblies and programs depending on the location and type of event. Visitors to any area of the building other than a special event,

for which regular check-in procedures have been waived, must sign in and obtain a visitor's pass prior to proceeding to areas other than the special event area of the building.

- In the event of an emergency or emergency drill, all visitors are required to follow instructions from school officials regarding the campus emergency procedures and protocols.

Students may not visit another school campus during school hours without administrative approval. Failure to obtain approval is considered misconduct and may result in disciplinary action.

Students may not have visitors without prior approval from parents and school administration. Approval will be granted **only** in rare and unusual circumstances. Student's visitors are subject to all school rules and regulations.

Persons visiting SBISD schools must obtain a visitor's pass from the main office or be subject to laws pertaining to criminal trespassing.

# ACADEMIC INFORMATION

SBISD Course Catalogs include information about academic programs, graduation requirements, and available courses.

Course Catalogs

SBISD Grading Expectations documents include information about a wide-range of topics including grading and grade reporting practices, grade point calculations, credits, make-up work, and dropping classes.

Grading Expectations

## Academic Programs and Services

### Bilingual Education, Dual Language, and ESL Programs

~~When a student indicates that he or she speaks a language other than English on the Home Language Survey, the state requires that a language proficiency test be administered.~~ When a student indicates a language other than English indicated on the home language survey, the state requires a state-approved English language proficiency test for identification. ~~In grades K-5, an oral proficiency test is administered. In grades 2-5 an additional norm-referenced test is given.~~ In prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification. ~~An LPAC (~~ The Language Proficiency Assessment Committee~~)~~ (LPAC) meets to recommend student placement in either a bilingual or an English as a Second Language (ESL) program for qualifying students ~~who qualify~~. Written parent permission is required for a student to receive bilingual or ESL services. The approval is considered valid until the student meets exit/reclassification criteria as described by law, graduates from high school, or the parent requests a change in program placement.

#### Bilingual Education and Dual Language Programs

SBISD offers two bilingual programs to meet the needs of students with limited English proficiency who qualify for bilingual instruction. SBISD's One-Way Dual Language program is designed for bilingual students in grades PK-5 whose first language is Spanish. The SBISD One-Way Dual Language program employs a collaborative learning environment and rigorous grade-level instruction to maintain and build upon students' first language strengths to support the acquisition of academic English language proficiency. Educational research indicates that dual language is one of the best ways for students to acquire cognitive academic language while becoming proficient in English.

SBISD also offers the Two-Way Dual Language (TWDL) Choice Program at three elementary schools: Cedar Brook, Pine Shadows, and Sherwood. This program is for students who are native Spanish speakers and qualify for the Spanish bilingual program and for native English speakers whose parents applied for their student to be apart of the TWDL program. A Vietnamese bilingual program is offered for select grade levels for native Vietnamese speakers.

The Secondary TWDL Program is currently offered at Spring Forest Middle School, Spring Woods Middle School, Spring Woods High School, and Westchester Academy for International Studies. The Secondary TWDL Program offers AAC ~~Pre-AP~~ and AP courses. The student population served in this program is comprised of bilingual students of two language backgrounds: native English-speaking and native Spanish-speaking students. One of the main program goals is to achieve high levels of proficiency in both languages. Cognitive research has shown that students in dual language programs typically develop greater cognitive flexibility and tend to become more aware of and show positive attitudes toward other cultures and appreciation of other people. Dual language instruction prepares students for career opportunities and for working and living in the global community.

#### English as a Second Language (ESL) Program

***Elementary:*** When a district cannot provide instruction in the student's native language, students are placed in the ESL program ~~course~~. Teachers of students in the ESL program are certified and trained in recognizing and addressing language differences. English Learners (ELs) are grouped heterogeneously. The ESL program

accelerates English language acquisition through the use of sheltered instructional strategies appropriate for the student's language proficiency level in all core content classes. Teachers plan and deliver lessons that allow English language learners to acquire academic knowledge as they develop English language proficiency. Emphasis is placed on vocabulary development, written and oral communication, reading comprehension, and attentive listening.

Teachers of English language learners teach the grade level appropriate Texas Essential Knowledge and Skills (TEKS) in each content area and incorporate the English Language Proficiency Standards (ELPS). All teachers of ELs may, when appropriate, adjust ~~modify~~ the pacing and methods of instruction ~~and use accommodated materials~~.

***Middle School:*** The middle school ESL program accelerates English language acquisition using sheltered instruction for English classes depending on the student's proficiency level. Teachers plan and deliver lessons that allow English Learners (ELs) to acquire academic knowledge as they develop English language proficiency. Emphasis is placed on vocabulary development, written and oral communication, reading comprehension, and attentive listening. This program is for middle school students who have not yet met criteria to exit the ESL program. All middle school ELs take English Language Arts with a teacher who is ESL-certified; and all of their content classes are taught by teachers who are trained in sheltered instruction which helps make content comprehensible, while developing academic language. All content teachers teach the Texas Essential Knowledge and Skills (TEKS) for their class, as well as incorporating the English Language Proficiency Standards (ELPS). All teachers of ELs may, when appropriate, ~~modify~~ adjust the pacing and methods of instruction. ~~and use accommodated materials.~~

***High School:*** The high school ESL program accelerates English language acquisition using sheltered instruction for English classes depending on the student's proficiency level. A student whose proficiency level is "beginner" or "intermediate" is usually placed in ~~T~~ the English for Speakers of Other Languages (ESOL) course. In grades 9-12 the state allows only two (2) credits of Eng I SOL and Eng II SOL to be counted as part of the state-approved English credits necessary for graduation. The teachers of Eng I and II SOL are dually-certified in high school English and in ESL. All other high school teachers of ELs are fully certified in their content area as well as also trained in sheltered instruction. Teachers plan and deliver lessons that allow ELs to acquire academic knowledge as they develop English language proficiency. Emphasis is placed on vocabulary development, written and oral communication, reading comprehension, and attentive listening. All content teachers teach the TEKS for their class, as well as incorporating the ELPS. All teachers of ELs may, when appropriate, ~~modify~~ adjust the pacing and methods of instruction. ~~and use accommodated materials.~~ This program is for high school students who have not yet met the exit/reclassification criteria as described by law.

## Gifted and Talented (G/T) Program

The Gifted and Talented (GT) program is designed to provide academic services for students needing additional academic challenges and supports outside of what is offered in the traditional classroom. The GT evaluation process for the program occurs once a year. Students may be referred by parents, self, or school staff in the early fall semester and parents must give permission in order for students to be evaluated for services. The evaluation process takes place through the first semester, and the committee makes a decision on the student's instructional need at the beginning of the second semester. Services for identified students begin in the second semester.

### Gifted and Talented Services - Primary

PGP (Primary Gifted Program - K-2): In addition to appropriate differentiation in their classrooms, identified GT students in grades K-2 are offered GT services through a pull-out program that takes place at their home campuses. Students are pulled out of their classrooms for services ~~a minimum of 90 minutes a~~ weekly. Pull-out instruction focuses on the development of independent research skills and on meeting the social-emotional needs of GT students. These services are typically provided by the campus librarian with support from Advanced Academics.

SPIRAL (Spring Branch Program for Improving Reasoning and Accelerating Learning at Bendwood - 3-5): In addition to appropriate differentiation in their classrooms, identified GT students in grades 3-5 are offered GT services through a pull-out program that takes place at the Bendwood campus. Students are bussed from their home campuses one day a week for a full day of services with GT students from other campuses. Units of study are designed to provide the depth and complexity necessary to challenge GT students while also addressing their social-emotional needs. All staffing and curricular decisions are made by the Bendwood campus leadership with the support of Advanced Academic Studies.

## Gifted and Talented Services - Secondary

Identified GT students in grades 6-12 are provided services that support ~~specific to~~ their identified areas of giftedness: language arts/social studies and/or mathematics/ science. GT students may be grouped in GT-only classes, ~~Pre-AP /~~ AP classes, Advanced Academic Courses (AACs), or IB classes. The grouping of students varies by school, grade level, and subject area. Check with individual campuses for additional information.

## Services for Highly Gifted Students: SBAI – Spring Branch Academic Institute

Spring Branch Academic Institute provides highly, exceptionally, and profoundly gifted students an advanced educational opportunity matched to their individual abilities, strengths, and interests. Students must apply for SBAI, and entrance takes place through a lottery. All applications are placed through the Advanced Academics Department. SBISD students are evaluated for highly gifted services during the Gifted and Talented identification process when they meet qualification criteria on testing aspects of the evaluation. Students are given further ~~IQ~~ evaluation. More information about the specific qualification criteria and application dates can be found on the SBISD website on the Gifted and Talented page.

SBAI provides individualized instruction at the appropriate pace, depth and complexity needed by highly gifted students in a multi-aged setting. SBAI utilizes a school-within-a-school structure with campuses located at Thornwood Elementary and Stratford High School. Students also attend Spring Forest Middle School during the middle school years for elective courses. SBAI currently serves kindergarten through eleventh grade students (2020-2021) and will expand ~~in~~ to twelfth grade in 2021-2022.

# Special Education and Related Services

Special education and related services are specially-designed instructional services developed to support students, ages 3-21, with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with disabled and nondisabled peers in the public school system. Examples of special education and related services include specialized support, speech therapy, in-class support, and occupational therapy.

In Texas when students are suspected of having disabilities that impact their educational progress, the students go through a child-centered educational process in order to determine their eligibility for special education services. The first step in the process is referral. A referral can be initiated by a parent, a teacher, a doctor, and/or another professional. The information gathered will be used to determine whether the student will be evaluated to see if a disability exists and if the student needs special education services. Information reviewed will include the student's response to school interventions tried previously.

Federal regulations refer to an "IEP committee." In Texas, this committee is referred to as the admission, review and dismissal (ARD) committee. This committee will review the full and individualized evaluation results and all other information collected to decide if the student meets the federal definition of a student with a disability and needs special education services. If the student does need special education, the committee will develop an individualized education program (IEP) for the child based on the needs determined by the full and individual evaluation.

## Section 504 Services and Accommodation Plans

Section 504 eligibility is determined by the 504 Committee composed of individuals knowledgeable about the student, the meaning of the evaluation data, and the various placement and services options available with consideration of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE). Services and/or accommodations that may be provided for Section 504 eligible students may address academic, social, emotional, physical, and/or behavioral needs and other related services.

### Section 504 of the *Rehabilitation Act of 1973*

Section 504 of the *Rehabilitation Act of 1973* is a civil rights statute that prohibits discrimination on the basis of disability. It applies to all recipients of federal financial assistance. It provides that:

> *No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any service or activity which receives or*

*benefits from federal financial assistance.*

### Eligibility for the Protection of Section 504

An "individual with a disability" is any person who:

- has a physical or mental impairment that substantially limits one or more of the person's major life activities;
- has a record of such impairment; or
- is regarded as having such an impairment.

Section 504 regulations require districts to undertake Child Find activities to locate and identify eligible students who do meet, or the school district has reason to suspect may meet, Section 504 eligibility. Physical or mental impairment is determined based on an evaluation by the Section 504 Committee using a variety of data sources that may include test results, parent/teacher/physician reports, observation of student, review of report card/progress report, review of student work, as well as other sources. Substantial limitation is determined on a case-by-case basis by the Section 504 Committee, and there are no groups of students who are automatically eligible.

### Section 504 Grievance Procedure—SBISD

SBISD does not discriminate on the basis of disability in admission, access to services, or treatment in its programs and activities. Any complaints of discrimination in violation of federal law should be addressed through the procedure set forth in **Board Policy FNG (LOCAL)**, with the exception that the Level Two appeal shall be heard by the Section 504 Coordinator. A paper copy of the policy may be obtained by contacting Kristin Craft, Ed.D.; Associate Superintendent for Academics; 713-251-2292; SBISD; 955 Campbell Road; Houston, Texas 77024.

The procedures described in **Board Policy FNG (LOCAL)** apply only to complaints of discrimination on the basis of a student's disability. It does not apply to complaints relating to a student's educational programming or progress, manifestation determinations, or the provision of special services or instructional modifications/ accommodations. Such complaints shall be addressed to a student's Section 504 Committee for discussion and resolution or may proceed to a Section 504 Hearing Officer if not resolved by the Committee.

### Office for Civil Rights (OCR) Complaint

At any stage in this procedure, the complainant has the right to file a formal complaint with the Office for Civil Rights; U.S. Department of Education; 1999 Bryan Street, Suite 2600; Dallas, Texas 75201-6810.

### Section 504 Coordinator

The Section 504 Coordinator for SBISD is Joni Warren, Director of Special Education; 713-251-1702; West Support Center, 2100 Shadowdale; Houston, Texas 77043.

## Identifying Students with Dyslexia

In accordance with State Board of Education Rule and the Revised Procedures Concerning Dyslexia, prior to testing a student individually for dyslexia and/or prior to providing a student with dyslexia services, the District must refer and evaluate under Section 504. If the student has dyslexia, the 504 Committee also determines whether the student has a disability under Section 504. Whether a student is eligible for Section 504 services and/or accommodations is a separate determination from the determination that the student has dyslexia. If a 504 eligible student is determined by the 504 Committee to need special education in order to receive educational benefit, a special education referral should be initiated. Should a student already be special education eligible, a dyslexia evaluation for that student must occur under the direction of the Admission, Review, and Dismissal (ARD) Committee.

District dyslexia services support identified students with dyslexia within the school day at all SBISD schools. Highly-trained dyslexia support teachers arrange schedules to meet the needs of identified students. As students advance through the grade levels, consultant services may continue even after direct services are no longer needed by the student. This ensures students and parents of continued progress monitoring.

Students can be identified as having dyslexia and begin receiving services at any grade. Students identified with dyslexia in grades 3-12 may be eligible for accommodations on state tests. These accommodations may include:

- Read parts of test questions and answer choices at student request, or
- Read all test questions and answer choices, and/or

- Extended time (until the end of the school day).

All identified grade 3-12 students with dyslexia meeting the eligibility criteria may use these accommodations if he or she:

- routinely or effectively uses the accommodation(s) during classroom instruction and testing, and
- meets at least one of the following:
  - The student receives special education services and is identified with dyslexia or has evidence of reading difficulties.
  - The student receives Section 504 services and is identified with dyslexia or has evidence of reading difficulties.
  - ~~The student does not receive special education or Section 504 services but is identified with dyslexia.~~

## Request for the Use of a Service Animal

The parent of a student who uses a service animal to perform tasks directly related to the student's disability may request consideration for the service animal to attend school. The request must be submitted in writing to the building principal. Parents who have questions or a need for additional information should contact the building administrator or Director of Special Education for assistance.

Per **Board Policy FBA (LEGAL)** and the EEOC federal law a "Service Animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### Aiding Students Who Have Learning Difficulties or Who Need Special Education or 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

***Special Education Referrals***

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to an administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

***Section 504 Referrals***

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

***Contact Person for Special Education or Section 504 Referrals***

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education or Section 504 services is:

Contact Person: Joni Warren, Director of Special Education
Telephone Number: 713-251-1702

***Additional Information***

The following websites provide information and resources for students with disabilities and their families:

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, phyiscal, or reading disabilities such as dyslexia.

## College-Readiness Programs

SBISD has adopted an academic plan to increase student achievement and develop a culture of high expectations for all students. The plan's strategic imperative or goal, known as Spring Branch T-2-4, challenges the system to increase the number of students completing a technical certificate, military training, or two-year or four-year degree from 44% to 72% by 2022.

Activities and accompanying 2020-2021 dates designed to support T-2-4 are listed below:

| Date | Activity |
|---|---|
| ~~August 1, 2020~~ | ~~Apply Texas and Common Application Sites Open for Work on College Applications~~ |
| ~~August 1, 2020~~ | ~~Common App Site Open for Work on College Applications~~ |
| ~~———————~~ | ~~Parent U – Secondary~~ |
| ~~October 1, 2020~~ | ~~FAFSA & TAFSA Application Sites Open~~ |
| ~~October 12, 2020~~ | ~~College Night~~ |
| ~~October 15, 2020~~ | ~~Class Rank Decision Deadline~~ |
| ~~October 14, 2020~~ | ~~PSAT Test School Administration~~ |
| ~~November 2020~~ | ~~GenTex Month~~ |
| ~~November 4 – 6, 2020~~ | ~~GTC~~ |
| ~~January 15, 2021~~ | ~~State Priority Deadline FAFSA~~ |
| ~~January 21, 2021~~ | ~~Transition Day for Middle School to High School~~ |
| ~~———————~~ | ~~Parent U – Elementary~~ |
| February 1 – 5, 2021 | National School Counseling Week |
| February 3, 2021 | Transition Day for Elementary School to Middle School |
| March 3, 2021 (pending) | School Day SAT |
| May 1, 2021 | National Decision Day |

*please contact campus counselor for information

# District Choice Schools

SBISD Choice School is open to eligible employees and all families residing in the SBISD attendance zone through an automated lottery system. Parent or guardian may complete an online application via SchoolMint during the Choice application window. Please visit SBISD website for additional details.

## Cornerstone Academy—*Grades 6-8*

Cornerstone Academy is a charter middle school which is part of SBISD. The school strives to provide a unique environment that ensures high academic standards, meaningful partnerships, and a creative learning environment with expectations for students to respect and appreciate others, think critically, communicate effectively, and solve problems collaboratively and individually. All core classes are Advanced Academic Courses (AACs) - formerly Pre-AP- and utilize instructional strategies for the gifted and talented as well as differentiated curriculum to meet the needs of all learners. To be eligible to attend Cornerstone, students must be eligible to attend SBISD schools and have at least a C (or equivalent) average or better in all classes. Students at Cornerstone Academy are restricted from participation in UIL athletics.

## Westchester Academy for International Studies—*Grades 6-12*

Westchester Academy for International Studies (WAIS) is a SBISD school that opened in the fall of 2000. WAIS is open to grade 6-12 students who meet SBISD eligibility requirements, agree to contribute to a positive school environment, and are interested in academic achievement. All students who attend WAIS do so by choice and are randomly selected through a lottery process for a limited number of openings. The school offers a college preparatory program and small personalized classes that foster positive relationships and personal creativity. The school features an international theme that integrates the global studies of business, languages, cultures, governments, and the fine arts into a solid core curriculum. The International Baccalaureate Programme is offered as well as numerous Advanced Placement classes in grades 9-12. All middle school core academic classes are taught at the ~~Pre-Advanced Placement~~ Advanced Academic Course level. Middle school students at WAIS are restricted from participation in UIL athletics. For grades 9-12, students are eligible to participate in extracurricular activities offered on their home campus (based on scheduling availability).

## KIPP Courage College Prep—*Grades 5-8*

KIPP Courage College Prep opened at Landrum Middle School in July of 2012 and currently serves nearly 400 college-bound fifth through eighth grade students from Houston's Spring Branch community. It is considered a program-within-a-school at Landrum MS.

KIPP Houston's mission is to develop in underserved students the academic skills, intellectual habits and qualities of character necessary to succeed at all levels—prekindergarten through 12th grade, college, and the competitive world beyond. ~~Guiding the work of KIPP is a commitment established by its co-founder Mike Feinberg to teach students to "Work Hard and Be Nice."~~

KIPP is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life. There are currently over 200 KIPP schools across the country serving more than 80,000 students. To read more about KIPP Houston, please visit http://kipphouston.org/.

## YES Prep Northbrook—*Grades 6-8*

YES Prep Northbrook is a program-within-a-school at Northbrook Middle School serving grades 6-8. YES Prep Northbrook's comprehensive educational program features personalized attention from dedicated teachers who are available anytime for support, enrichment activities, rigorous college prep curriculum, and parental involvement opportunities to guide each student to make and achieve success beyond high school.

The mission of YES Prep Public Schools is to ensure that each of the graduates successfully completes a four-year college or university and earns a degree. To that end, the curricular program followed in middle school and high school has been designed to prepare students for the rigors of college level work. Students can expect

demanding classes; teachers who expect participation and engagement; opportunities to think about problems and issues in multiple frameworks; and an emphasis on clear, concise, and accurate written and verbal communication.

### YES Prep Northbrook High School—*Grades 9-12*

YES Prep Northbrook High School is a program-within-a-school at Northbrook High School.

## School Programs

### ~~Spring Branch~~ Academy of Choice—*Grades ~~7~~ 8-12*

Academy of Choice (AOC) is a district program serving students in grades ~~7~~ 8 through 12 who desire personalized, non-traditional learning opportunities. AOC provides an important home for students who wish to accelerate, catch up, or simply benefit from a smaller learning environment. AOC high school students receive their diplomas from their home campus and are eligible to participate in extracurricular activities offered at their home campus (based on scheduling availability).

### District Alternative Education Program (DAEP)

The SBISD DAEP program serves students assigned for specific conduct violations (see SBISD Code of Conduct) for defined periods of time. The program offers both academic programming to keep students on track in their classwork and restorative practices to support the development of appropriate behaviors and ready students for return to their home campuses. The DAEP staff and home campus staff coordinate efforts to meet both the students academic and social emotional needs. They also collaborate to ensure successful transitions to the DAEP and back to the home campus.

### The Guthrie Center—*Grades 9-12*

The Guthrie Center prepares high school students for future success in college and careers by providing relevant, meaningful, project-based courses in a variety of career and technical areas. Our fifteen programs have been developed for students to earn job-specific knowledge, technical certifications and in some cases college dual credit.

Under the guidance of our business, industry and higher education partners, course curriculum is frequently reviewed and refined to stay relevant in a changing world. All programs include professional (soft) skill training to help provide a smooth transition from high school to college or immediate employment. Internships and Practicum options directly connect their knowledge to real-world situations, and help reduce the new-job learning curve while increasing earning potential.

Bus transportation is offered to and from Guthrie and each SBISD high school.

### ~~SBAI –~~ Spring Branch Academic Institute (SBAI)

Spring Branch Academic Institute (SBAI) provides highly, exceptionally, and profoundly gifted students an advanced educational opportunity matched to their individual abilities, strengths, and interests. Students must apply for SBAI, and entrance takes place through a lottery. All applications are placed through the Advanced Academics Department. SBISD students are evaluated for highly gifted services during the Gifted and Talented identification process when they meet qualification criteria on testing aspects of the evaluation. Students are given further IQ evaluation. More information about the specific qualification criteria and application dates can be found on the SBISD website on the Gifted and Talented page.

SBAI provides individualized instruction at the appropriate pace, depth and complexity needed by highly gifted students in a multi-aged setting. SBAI utilizes a school-within-a-school structure with campuses located at Thornwood Elementary and Stratford High School. Students also attend Spring Forest Middle School during the middle school years for elective courses. SBAI currently serves kindergarten through eleventh grade students (2020-2021) and will expand in twelfth grade in 2021-2022. SBAI students interested in participating in athletics at the middle school level are eligible to participate with Spring Forest MS. Students interested in participating in

athletics at the high school level are eligible to participate with Stratford HS. Please visit with the district athletic office for more information related to UIL eligibility and residency rules specific to SBAI students competing for Stratford HS.

# Academic Support

## Advanced Placement Exams

SBISD offers Advanced Placement (AP) testing in May following the official College Board schedule. The counseling department handles the registration and administration of AP tests.

Students may be required to pay a fee for the examinations. Tests for courses not offered at a campus may have limited availability. Administrations of AP exams for courses not offered in the high school program are also available. Preference will be given to upper classmen as seating may be limited.

## Student Support Committee (SSC)

The campus-based Student Support Committee meets to discuss instructional strategies and classroom/campus responses when a student's behavior or academic progress becomes of concern. The goal of the SSC conversations is to identify high quality instruction/intervention best matched to the student's needs.

## Counseling Services

Counseling and counseling-related services are available on school campuses for all students. Guidance services are designed to be preventative, proactive, and developmental with the focus on academic and social-emotional needs of students. Responsive services from a school counselor, social worker, and/or caseworker related to immediate concerns of students that interfere with academic progress may be initiated through student self-referral or by requests from school personnel, parents, or guardians. **Such services are usually short-term in nature. *School counselors do not provide therapy*.** When necessary, referrals are made to appropriate community resources. Parents are requested to make an appointment to visit counselors when questions or concerns arise.

Counselors provide services based on the Texas Model for Comprehensive School Counseling Programs, which is promoted by the Texas Education Agency. The program centers on four components:

- **Guidance curriculum** provides guidance content in a systematic way to all students centered on awareness, skills development, and application of the skills needed in everyday life.
- **Responsive Services** addresses the immediate concerns of students with the intent of delivering programs to prevent the impact of negative circumstances, and intervene by providing resources and supports.
- **Individual planning** assists students in monitoring and understanding their own development with the purpose of postsecondary planning and goal setting.
- **System support** includes program and staff support to ensure that all activities and services are focused on enhancing student learning.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funding Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit. See Secondary Course Catalog for more information about earning college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and

- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

## Student Crisis and Welfare Intervention

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide.

The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options. The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. In SBISD, school counselors have been trained to serve as the mental health liaisons and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus.

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

## Suicide Awareness

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- www.texassuicideprevention.org
- http://www.dshs.state.tx.us/mhservices-search/

## Support Services

A strong support staff of qualified specialists offers a variety of services to students. The staff includes librarians, nurses, psychologists, registrars, speech therapists, licensed specialists in school psychology, and social workers/Community Youth Services (CYS)/Communities In Schools (CIS).

## Homebound Services

Any student who is expected to be confined at home or hospital bedside for a minimum of four weeks (the weeks

need not be consecutive) due to medical reasons only that are documented by a physician may be eligible for homebound services. The student, however, must be free of infectious disease and there must be an adult in the home at the time of the teacher's visit.

Students served through general education, including Section 504 eligible students, will be considered for homebound instruction through the General Education Homebound committee. Parents of these students should contact their home campus designated Student Support Committee (SSC)/504 campus coordinator as soon as the need is determined.

Students who are eligible for special education services will be considered for homebound instruction through the Special Education ARD committee. Parents of these students should contact their home campus special education diagnostician or campus IEP specialist as soon as the need is determined.

For short-term absences of five or more days, make-up work can be secured from the campus grade level office.

## Textbook/Supplies

State adopted textbooks are provided free to every student by each campus. ~~the school.~~ Students are personally responsible for ~~each~~ all books issued to them and must pay for lost, stolen, or damaged books. Students ~~are~~ should not ~~to~~ write in the textbooks. **Students are responsible for checking the~~ir~~ condition of every book, noting any prior damage, and placing their name inside the front cover.** Students whose book record is not ~~un~~clear will not receive textbooks for the next academic year until all fees or fines are paid.

**Supplies/Fees:** Certain courses may require the purchase of supplies or the payment of a fee. Fees, fines, or supplies required by the student have been approved on a districtwide basis and are reviewed regularly.

Students may use nonconsumable items owned by SBISD such as locks and/or lockers with locks, towels, lab equipment, etc. Each student is responsible for the school property that is issued to him/her. Any damaged or lost property must be paid for by the responsible student.

Students may voluntarily purchase supplies or materials to be used in classes such as shop, photography, etc. if the finished products remain the property of the students.

## Library Learning Commons

The Library Learning Commons provides students with access to reading materials, digital devices, and electronic resources. As the school's hub of learning, reading, and digital exploration, students are warmly welcomed. The Library Learning Commons offers access to a variety of resources for research, study, exploration, and connection to the world.

Digital devices are available for students to use and also check out. Books are available in print and electronic format. District-purchased electronic resources and eBooks can be accessed 24/7 from the District website https://www.springbranchisd.com/studentsfamilies/library. These resources assist students in their academic success at SBISD and beyond. Students are accountable for the care of and their behavior on digital devices. Students are responsible for lost or damaged books and/or digital devices.

## Driver Education

Driver Education is an after-school program that may be offered at each of the four traditional high schools for a fee. This program is a non-credit course and the student must be fifteen on or before the first day of the class. Additional information is available at each school.

## Substitute Teachers

When a teacher is absent, a qualified substitute teacher will be employed. The academic objectives for the class will remain the focus. Student behavior will support the focus. The substitute is instructed to make a report to the regular teacher of any discipline problems that arise and to send a student who commits a serious offense or one who persists in committing minor offenses to the principal for disciplinary action.

## Skyward (Family Access)

SBISD parents are encouraged to track their children's current academic progress online via Family Access in Skyward. Parents can login to the Family Access portal from the District website or mobile app to access grades, homework, attendance, and more 24/7. Secondary students have access to their records, but not those of their siblings. Please contact your child's school for Skyward Family access.

# Course Offerings

## Courses Studied

***Elementary:*** Chapter 74 of the Texas Education Code requires all school districts that offer kindergarten through Grade 5 must offer a foundational curriculum that includes English language arts, mathematics, science and social studies. Districts are further required to offer an enrichment curriculum that includes fine arts, health, physical education, technology applications, and to the extent possible, languages other than English.

The State of Texas has identified specific essential knowledge and skills (TEKS) to be taught in these subjects at each grade level, and local school districts are empowered to create and deliver programs of curriculum and instruction to best meet the needs of the district's students.

***Secondary:*** SBISD offers a challenging and comprehensive curriculum to meet the diverse interests and needs of our students. All schools offer complete core academic programs with a variety of options. In addition, individual campuses offer a rich program of electives to meet the interests and needs of their students. All students take a full course load of classes as determined by the individual school's schedule. Some courses require prerequisites; i.e., a certain grade or level of performance in the preceding course is required in order to continue that course. Students should consult the *SBISD Course Catalog* to determine the courses available on their campuses.

## Human Sexuality Instruction

In response to *Senate Bill 283*, SBISD is providing written notice of our intent to provide human sexuality instruction to students. *Senate Bill 283* specifies:

> *Before each school year, a school district shall provide written notice to a parent of each student enrolled in the district of the board of trustees' decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:*
>
> *(1) a summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;*
>
> *(2) a statement of the parent's right to:*
>
> *a. review curriculum materials as provided by Subsection (j); and*
>
> *b. remove the student from any part of the district's human sexuality instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and*
>
> *(3) information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the local school health advisory council established under Subsection (a).*

A parent may use the grievance procedure set forth in **Board Policy FNG (LOCAL)** concerning a complaint of a violation of *Subsection (i)*.

SBISD Board of Trustees approved the following curricula to be used as a supplemental program to our state adopted text in the middle school and high school classes:

Middle School – It's Your Game, Keep It Real www.etr.org
High School – Reducing the Risk www.etr.org

Each of these programs provides detailed information on motivating students to set goals, make good decisions, develop healthy relationships, and choose abstinence.

A Human Growth and Development curriculum is offered in grade 5. This program addresses the challenges resulting from the physical, emotional and social changes experienced by the child approaching puberty. This program covers the structure and function of the human body, general health, and general hygiene.

Letters will be sent home prior to the presentation of curriculum materials informing parents of program details. Parents are encouraged to participate in the District School Health Advisory Council (SHAC). Meeting information can be found on page H-31 and District webpage at DSHAC.

## Virtual Learning—*Secondary*

SBISD offers online courses for original credit and credit recovery. These courses are available:

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide-range of courses through its partnership with APEX Learning. Most virtual courses are taught by SBISD teachers using APEX Learning content and assessments developed specifically to meet Texas standards.

### Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

To explore further, please contact your counselor; or email elearning@springbranchisd.com. [**Board Policies EHDE (LEGAL), (LOCAL); EHDD (LEGAL), (LOCAL)**]

# Credit Requirements

## Credit Requirements—*Grades K-5*

### Promotion and Retention—*Grades K-5*

In accordance with **Board Policy EIE (LOCAL)**, a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021 (a)*

In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents. A written recommendation for retention, including suggestions for assistance for the student shall be signed by the student's teacher, parent, and the principal, and with the approval of the Superintendent's designee. **Board Policy EIE (LOCAL)** A matrix using *Light's Retention Scale* shall be a part of the decision-making process. Upon request, parents may review this instrument.

For students in grades 1-5, promotion to the next grade level shall be based on a cumulative average of 70 on a scale of 100 based upon course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics, and either science or social studies.

In the event a student does not meet requirements for promotion, a Grade Placement Committee (GPC) will be formed. The GPC is a campus committee composed of the principal or the principal's designee, the student's teacher, and a parent or guardian. The GPC convenes for each student who fails to meet the promotion requirements, including grade promotion requirements outlined in the *Texas Administrative Code* and the Texas Education Agency (TEA) procedures outlined in the official Grade Placement Committee manual, published annually by TEA. The GPC has a decision-making responsibility concerning accelerated instruction, promotion and retention, and review upon appeal by a parent whether to promote or retain a student.

The campus shall follow these steps in making decisions regarding promotion or retention of that student:

1. Establish a Grade Placement Committee that must include the student's parent.
2. Review student assessment as outlined at each grade level.
3. Successful completion of summer school or other accelerated instruction program.
4. For grades K-5 a matrix including using the *Light's Retention Scale* shall be a part of the decision-making process. Parents may review *Light's Retention Scale* upon request.
5. Where appropriate or required, identify an alternative assessment instrument applicable to the student's grade level and approved by the TEA commissioners.
6. All campus recommendations for retention shall follow the steps outlined in SBISD ~~ES~~ Elementary Grading Expectations ~~*Elementary Grading Expectations.*~~

In grade 5, according to the requirements of the Student Success Initiative (SSI), satisfactory performance (Approaches Grade Level) on grade 5 state reading and mathematics assessments (STAAR) are criteria for promotion to grade 6.

### Credit by Examination—*Grades K-5*

Credit by Examination (CBE) are examinations for acceleration that thoroughly test the TEKS in grade levels 1-5. These tests are for a grade level in which the student has had ***no prior*** instruction. The purpose of CBE is to allow students to place out of a grade level in elementary school, beginning with grade 1.

Requests for kindergarten acceleration are directed to the SBISD Director for Early Childhood at Wildcat Way School for Early Learning. There is no CBE for prekindergarten. A student in grades 1-5 may be accelerated one grade if he or she meets the following requirements:

- The student scores 80% on a criterion-referenced test for the grade level he or she wants to skip in ***each*** of the following areas: language arts, mathematics, science, and social studies; **and**
- A school district representative recommends that the student be accelerated; **and**
- The student's parent or guardian gives written approval for the acceleration.

Single subject acceleration is only available for mathematics.

CBE testing for elementary students is conducted four times per year. Information is available from campus counselor.

## Credit Requirements—*Grades 6-12*

### Credit by Examination for Languages Other Than English (LOTE)—*Grades 6-12*

Students who speak another language(s) are encouraged to take Credit by Examination (CBE) to receive one year of credit for each CBE level passed and advance to a level commensurate with their skills. Students should confer with their teacher and/or counselor. ~~, fill out the application, and return it as directed.~~ The Counselor will complete and submit the CBE registration form.

For LOTE not taught in SBISD, prior approval from the building principal and the Office of Assessment and Compliance are required. The College Board offers testing in various languages, including those not taught in the District. Students should confer with counselors about the SAT from the College Board in the language in which they are proficient. Students must arrange, register, pay for these tests, and have reports forwarded to their high school to receive credit. In each case the numerical grade will be posted on the transcript if credit is awarded, per state requirements. There is no effect on the student's GPA. https://www.springbranchisd.com/about/departments/academic-performance/connective-academics/eslbilingual/languages-other-than-english-lote

The State of Texas requires a minimum of two high school credits in a Language Other than English (LOTE) for high school graduation. It is possible for students to earn some or all of these credits through the SBISD Credit by Examination (CBE) program. Language tests are used to assess student proficiency in listening, speaking, reading, and writing. LOTE CBEs are administered four times per year. Campus counselors are responsible for registering students for CBEs. Additional information is available from campus counselor.

Students passing these tests are awarded high school credit and will be eligible to enroll in additional LOTE courses in middle or high school.

# Credit Requirements—*Middle School Grades 6-8*

## Middle School Promotion

In accordance with **Board Policy EIE (LOCAL)**, in grades 6-8, promotion to the next grade level shall be based on a final grade of 70 or above in language arts, mathematics, science, and social studies. Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

In grade 8, according to the requirements of the Student Success Initiative (SSI), satisfactory performance (Approaches Grade Level) on grade 8 state reading and mathematics assessments (STAAR) are criteria for promotion to grade 9.

In the event a student does not meet requirements for promotion, a Grade Placement Committee (GPC) will be formed. The GPC is a campus committee composed of the principal or the principal's designee, the student's teacher, and a parent or guardian.

The GPC convenes for each student who fails to meet the promotion requirements including demonstrating proficiency on the second administration of the state test in reading or mathematics. The GPC has a decision-making responsibility concerning accelerated instruction, promotion and retention, and review upon appeal by a parent whether to promote or retain a student.

The District shall follow these steps in making decisions regarding promotion or retention of that student:

1. Establish a Grade Placement Committee that must include the student's parent.
2. A matrix using the *Light's Retention Scale* shall be a part of the decision-making process. Upon request, parents may review this instrument.
3. Identify any possible intervention processes such as Optional Extended Year programs.

## Credit by Examination—*Grades 6-8*

Credit by Examination is offered four times each year to middle school students who wish to place out of a grade. Students must score 80% or above on all four core subject areas (language arts, mathematics, science, and social studies). Students may also take exams for high school course credit in which the student has received no prior instruction. Students must score 80% or above in order to earn credit. If such credit is given, the score will be entered on the student's transcript but will not be computed into the student's grade point average (GPA). Middle school students who receive credit through examination for courses in which there is an associated End-of-Course exam are exempt from the End-of-Course exam. The credit awarded through examination serves as the credit for the exam to meet graduation requirements. Application forms and information on testing dates are available through the counselors' offices.

## Summer School—*Grades 6-8*

Students may attend summer school to obtain credit for a course they have failed during the regular term. Further information regarding summer school will be published prior to registration for summer school and will be available from the counselor.

# Credit Requirements—*High School Grades 9-12*

## Credit by Examination—*Grades 9-12*

Credit by Examination is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn State-approved credit per year. Students must apply through their counselor and obtain approval to test prior to the testing date. Students who test without prior approval may not be granted credit.

**No prior instruction**—The student must score 80% or above on an approved criterion-referenced examination. If a student uses credit by examination to gain credit for a course in which he or she has had no prior instruction, the student is not required to take the corresponding STAAR EOC assessment to fulfill his or her state graduation requirement. Dates of these exams are set and advertised on the District website and at

the campus. Applications will be available at the student's home school. A student may not attempt to earn credit by examination for a specific high school course more than two times in a year. **Board Policy EHDC (LEGAL)**.

**Prior Instruction**—The student must score 75% or higher on a scale of 100. There is no fee for this process. If a student does not achieve a 75 on an exam, he/she may opt to take a second Credit by Exam available from a district-approved vendor. It will be the student's responsibility to request this option from campus administration.

If a student uses credit by examination to gain credit for a course in which he or she has had some prior instruction, the student is required to pass the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement.

*A student who has excessive absences or who has failed a course may not be permitted to earn or regain course credit through credit by examination unless so determined by the building principal, prior to testing.*

Application forms and information on testing dates are available through the counselors' offices.

### Summer School—*Grades 9-12*

Students may attend summer school programs to earn original credit or regain credits lost. A maximum of two credit units may be earned during summer school. (Fee requirement). Original credits earned in summer school are not included in a student's GPA calculation.

# Student Progress

## Homework

The purpose of all types of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework shall be reviewed by teachers to ensure an accurate assessment of students' skills and knowledge to better direct them towards their learning goals. Homework shall target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Students shall be provided sufficient information and direction needed to complete homework independently. Homework shall be sufficient but not excessive to its intended purposes. Homework shall not be assigned as a discipline consequence.

The assignment and grading of homework shall be aligned to expectations outlined in the SBISD *Grading Expectations* and curriculum documents. The principal at each campus will work with faculty to develop campus homework practices that comply fully with the requirements set forth in **Board Policy EIB (LOCAL)**.

The campus-developed practices shall be clearly communicated to each student's parent/guardian and each student in writing at the beginning of the school year. Campus practices will include the roles and responsibilities stated in **Board Policy EIB (LOCAL)** and will be included in the campus handbook.

No homework shall be assigned to be completed over Thanksgiving, Winter Break, Spring Break, and religious holy days.

Effective homework assignments:

1. Are curriculum-based and meet the needs of students through differentiation.
2. Are designed to require no additional teaching outside the classroom.
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom.
4. Are engaging and relevant to student learning.
5. If assigned homework requires access to technology a student may not have, the teacher assigning the homework and/or the school shall provide opportunity for access at home, before or after school, or at another time during the school day.
6. Do not require parents/guardians to teach new concepts.

Additional detail regarding homework may be found in the SBISD *Grading Expectations*.

# Health Fitness

## Physical Activity Requirements

SBISD has adopted policies that ensure elementary and middle school students will engage in at least the amount and level of physical activity required by *Education Code 28.002(1)*.

In accordance with **Board Policies EHAB, EHAC, EHBG, and FFA**, the district will ensure that students in full-day prekindergarten—grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. Students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters **OR** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

Students in high school must earn 1.0 PE credit to satisfy graduation requirements. Although only 1.0 PE credit is required for graduation, additional state elective credits may be earned by taking any combination of the approved TEKS-based PE courses or participation in approved substitution activities.

For additional information on the district's requirements and programs regarding students' physical activity requirements, please see the principal.

## Health Fitness Assessment

Annually, the District will conduct a physical fitness assessment of students in grades 3-8 and for all high school students enrolled in a Health Fitness and/or Health Fitness substitution course. At the end of the school year, a parent may submit a written request to the ***Campus Health Fitness Department Chair*** to obtain the results of his or her child's physical fitness assessment conducted during the school year.

## Health Fitness Exemption

A student suffering from illness or injury should not participate in strenuous physical activity. A student who submits a note from the parent to the health fitness teacher stating the nature of the student's illness or injury will obtain a one-day exemption from strenuous physical activity. If the exemption must exceed five days, a doctor's written explanation is necessary. All elementary students, including those with exemptions, must attend every day; secondary students must dress out every day.

## Health Fitness Waiver for Off-Campus Activities—*Grades 6-12*

The Texas Education Agency permits physical education credits for students who participate in extensive Olympic sports training programs. See the counselor for policies concerning waiver requests.

## Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled ~~in~~ in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.
The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

# Assessments

Students will be involved in many different forms of assessment. Assessments are a means to monitor students' learning and to make adjustments in their course of study if necessary. Parents may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

The goal of assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, assessments will help students identify their strengths and weaknesses and target areas that need work as well as guide teachers in recognizing where students are struggling and address problems immediately.

# Local Assessments

## Teacher Assessments

Teachers will be involved in a continuous assessment of the students assigned to them. Teacher assessment is used to determine the current level of student achievement and, accordingly, to determine appropriate teaching strategies and goals for the student. ~~These~~ Teacher assessments may take on many different forms such as tests, homework, individual and group projects, and various other means as determined by the teacher and campus administration.

## ~~Department and/or Grade Level Assessments~~

~~Weekly, six weeks, and unit tests are administered according to a school's departmental schedule.~~

## Semester Exams—*Grades 6-12*

Examinations covering a semester of class work will be given according to a published assessment schedule. Semester exams will not be given early.

If a student must be absent and miss the final exam, he/she is strongly encouraged to notify the teacher prior to the absence and must notify and receive permission from the principal to take the exam late. A student with an excused absence and permission from the principal to take the exam late will be allowed to make up the exam within two weeks of the originally-scheduled exam date. Principals may use discretion in allowing late exam administration.

## District Assessments

The District's Strategic Plan includes *Measures of Success* identified to provide leading, lagging, and longitudinal means of assessing progress. To that end, various assessments will be administered districtwide beginning in Pre-K and continuing in high school to provide multiple measures of student progress and performance. These include the CIRCLE Assessment System, iStation, Fountas and Pinnell Benchmark Benchmark Assessment System and Observation Survey (OS), Measures of Academic Progress (MAP), Cognitive Abilities Test (CogAT), Priority Standards Assessment (PSA), and Practice STAAR.

### Formative Assessment with Measures of Academic Progress (MAP) Growth and MAP Reading Fluency

Measures of Academic Progress (MAP) Growth is a norm-referenced, computer adaptive assessment that identifies the concepts and skills students are ready to learn, as well as instructional areas of focus and relative areas of strength for each child. Reporting allows for monitoring of student growth across each administration and from one grade level to the next. MAP Growth is administered three times a year to students in grades K-8 in the areas of reading, math, language, and science. Measures of Academic Progress (MAP) Reading Fluency is an adaptive universal screening and progress monitoring assessment for elementary grades. It is an interactive assessment that assesses oral reading fluency, literal comprehension, and foundational reading skills.

### Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. It also provides valuable information to parents about the performance of their child. The CogAT ***is one measure*** used in the process of identifying Gifted and Talented students.

# State Assessments

## The State of Texas Assessments of Academic Readiness (STAAR) Tests

Beginning with the 2011-2012 school year, the Texas Education Agency implemented the State of Texas Assessments of Academic Readiness or STAAR tests. The STAAR tests for elementary students in grades 3, 4, and 5 test students in reading, mathematics, ~~writing~~, and science. The STAAR tests for secondary students in

grades 6 through 8 test students in reading, mathematics, ~~writing~~, science, and social studies. High school students have STAAR End-of-Course (EOC) exams as their examination requirements for graduation. EOC tests are also given to middle school students taking high school courses.

Graduation requirements for students include the successful completion of EOC tests in English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. Only after a student sits for an EOC at least one time and has not achieved a sufficient score may a substitution be submitted to meet graduation requirements.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee (IGC), formed in accordance with state law, unanimously determines that the student is eligible to graduate.

***Possession of telecommunication devices during state testing is prohibited.***

## The State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2) Tests

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Students must meet participation requirements to take this test. If the ARD committee decides a student meets the requirements to participate in the STAAR Alternate 2, the student must take the STAAR Alternate 2 for **ALL** subjects required for the student's enrolled grade or high school course(s). STAAR Alternate 2 is available for the same grades and subjects assessed in the general STAAR program and is administered individually to each eligible student.

***Possession of telecommunication devices during state testing is prohibited.***

## Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the progress that English Learners make in learning the English language. TELPAS is composed of holistically-rated assessments and multiple-choice assessments. The TELPAS holistically-rated assessments are based on student observations and written student work. Holistically-rated assessments are administered for grades K-1 in listening, speaking, writing, and reading; and for grades 2-12 in writing. Ratings for TELPAS listening and speaking for grades 2-12 will be determined through interactive online assessments. In addition, the multiple-choice reading assessments for grades 2–12 are also administered online.

***Possession of telecommunication devices during state testing is prohibited.***

## Texas English Language Proficiency Assessment System (TELPAS) Alternate

Beginning with the 2018-2019 school year, the Texas Education Agency implemented the TELPAS Alternate assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment. Students must meet participation requirements to take this test. Students are assessed in four domains: listening, speaking, reading, and writing through use of a holistic inventory containing descriptors of behaviors demonstrated by ELs as they gain proficiency in English.

***Possession of telecommunication devices during state testing is prohibited.***

# State Testing Schedule for 2020–2021

| Paper | Online | Make-ups Completed by End of Day | Assessments |
|---|---|---|---|
| Assessment Window<br>December 8–11 | | December 11 | Algebra I<br>Biology<br>U.S. History |
| December 8 | | December 11 | English I |
| December 10 | | December 11 | English II |
| Assessment Window<br>Late January – Early March | | N/A | *NAEP (selected sample):*<br>Mathematics (Grades 4 and 8)<br>Reading (Grades 4 and 8)<br>Writing (Grades 4, 8, and 12) |
| Assessment Window<br>February 22 – April 1 | | N/A | TELPAS Gr. K-12 (Listening, Speaking, Reading, Writing)<br>TELPAS Alternate Gr. 2-12 (Listening, Speaking, Reading, Writing) |
| Assessment Window<br>March 29 – April 23 | | N/A | STAAR Alternate 2 (grades 3-8 and EOC) |
| April 6 | April 6 | April 9 | Grade 4 Writing *(English & Spanish)*<br>Grade 7 Writing<br>English I |
| April 6 | April 6–9<br>April 13–16 | *paper:* April 9<br>*online:* April 16 | Grade 5 Mathematics *(English & Spanish)*<br>Grade 8 Mathematics |
| April 7 | April 6–9<br>April 13–16 | *paper:* April 9<br>*online:* April 16 | Grade 5 Reading *(English & Spanish)*<br>Grade 8 Reading |
| April 8 | April 8 | April 9 | English II |
| Assessment Window<br>May 4–7 | May 4–7<br>May 11–14 | *paper:* May 7<br>*online:* May 14 | Algebra I<br>Biology<br>U.S. History |
| May 6 | May 11–14<br>May 18–21 | *paper:* May 7<br>*online:* May 14 | Grade 8 Science |
| May 7 | May 11–14<br>May 18–21 | *paper:* May 7<br>*online:* May 14 | Grade 8 Social Studies |
| May 11 | May 11–14<br>May 18–21 | *paper:* May 14<br>*online:* May 21 | Grades 3-4 Mathematics *(English & Spanish)*<br>Grades 6-7 Mathematics<br>*Grade 5 Mathematics (retest) (English & Spanish)*<br>*Grade 8 Mathematics (retest)* |
| May 12 | May 11–14<br>May 18–21 | *paper:* May 14<br>*online:* May 21 | Grades 3-4 Reading *(English & Spanish)*<br>Grades 6-7 Reading<br>*Grade 5 Reading (retest) (English & Spanish)*<br>*Grade 8 Reading (retest)* |
| May 13 | May 11–22 | *paper:* May 14<br>*online:* May 21 | Grade 5 Science *(English & Spanish)* |
| Assessment Window<br>June 22–24 | | June 24 | Algebra I<br>Biology<br>U.S. History |
| June 22 | June 22 | June 24 | English I<br>*Grade 5 Mathematics (retest) (English & Spanish)*<br>*Grade 8 Mathematics (retest)* |
| June 23 | June 23 | June 24 | *Grade 5 Reading (retest) (English & Spanish)*<br>*Grade 8 Reading (retest)* |
| June 24 | June 24 | June 24 | English II |

*Dates subject to change per Texas Education Agency (TEA)*
*Per TEA revision dated July 31, 2019* *January 22, 2020*

# State Testing Schedule for 2020–2021

| Paper | Online | Make-ups Completed by End of Day | Assessments |
|---|---|---|---|
| Assessment Window<br>December 7-10 | | December 10 | Algebra I<br>Biology<br>U.S. History |
| December 7 | | December 10 | English I |
| December 9 | | December 10 | English II |
| Assessment Window<br>Late January – Early March | | N/A | *NAEP (selected sample):*<br>Mathematics (Grades 4 and 8)<br>Reading (Grades 4 and 8)<br>Writing (Grades 4, 8, and 12) |
| Assessment Window<br>February 21– April 1 | | N/A | TELPAS Gr. K-12 (Listening, Speaking, Reading, Writing)<br>TELPAS Alternate Gr. 2-12 (Listening, Speaking, Reading, Writing) |
| Assessment Window<br>March 28 – April 22 | | N/A | STAAR Alternate 2 (grades 3-8 and EOC) |
| April 5 | April 5 | April 8 | ~~Grade 4 Writing *(English & Spanish)*~~<br>~~Grade 7 Writing~~<br>English I |
| April 5 | April 5-8<br>April 11-15 | *paper:* April 8<br>*online:* April 15 | Grade 5 Mathematics *(English & Spanish)*<br>Grade 8 Mathematics |
| April 6 | April 5-8<br>April 11-15 | *paper:* April 8<br>*online:* April 15 | Grade 5 Reading *(English & Spanish)*<br>Grade 8 Reading |
| April 7 | April 7 | April 8 | English II |
| Assessment Window<br>May 3-6 | May 3-6<br>May 9-13 | *paper:* May 6<br>*online:* May 13 | Algebra I<br>Biology<br>U.S. History |
| May 5 | May 5-20<br>~~May 18–21~~ | *paper:* May 6<br>*online:* May 20 | Grade 8 Science |
| May 6 | May 6-20<br>~~May 18-21~~ | paper: May 6<br>online: May 20 | Grade 8 Social Studies |
| May 10 | May 10-13<br>May 16-20 | *paper:* May 13<br>*online:* May 20 | Grades 3-4 Mathematics *(English & Spanish)*<br>Grades 6-7 Mathematics<br>*Grade 5 Mathematics (retest) (English & Spanish)*<br>*Grade 8 Mathematics (retest)* |
| May 11 | May 10-13<br>May 16-20 | *paper:* May 13<br>*online:* May 20 | Grades 3-4 Reading *(English & Spanish)*<br>Grades 6-7 Reading<br>*Grade 5 Reading (retest) (English & Spanish)*<br>*Grade 8 Reading (retest)* |
| May 12 | May 10-13<br>May 16-20 | *paper:* May 13<br>*online:* May 20 | Grade 5 Science *(English & Spanish)* |
| Assessment Window<br>June 21-23 | | June 23 | Algebra I<br>Biology<br>U.S. History |
| June 21 | June 21 | June 23 | English I<br>*Grade 5 Mathematics (retest) (English & Spanish)*<br>*Grade 8 Mathematics (retest)* |
| June 22 | June 22 | June 23 | *Grade 5 Reading (retest) (English & Spanish)*<br>*Grade 8 Reading (retest)* |
| June 23 | June 23 | June 23 | English II |

*Dates subject to change per Texas Education Agency (TEA)*
*Per TEA revision dated July 31, 2019* *January 22, 2020*

# College Pathway/Entrance/Placement Exams

## School Day Administrations

The Spring Branch ISD T-2-4 Initiative has as its goal to increase the number of students completing a technical certificate, military training, two-year degree, or four-year degree. This commitment to post-secondary readiness includes numerous opportunities for students to participate in college pathway assessments on campus during the school year, beginning in 8th grade.

**Preliminary SAT (PSAT 8/9)**

(8th grade and Freshmen)
~~Wednesday, October 14, 2020~~ October 2021 (Dates to be determined)

**Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

Sophomores and Juniors:
~~Wednesday, October 14, 2020~~ Wednesday, October 13, 2021

**School Day SAT**

Seniors: ~~Wednesday, October 14, 2020~~ Wednesday, October 13, 2021

Juniors: ~~Wednesday March 3, 2021~~ Wednesday, March 2, 2022

**Texas Success Initiative (TSI)**

Texas Success Initiative (TSI) assessment has provided Texas students and institutions of higher education with a flexible, fair, and accurate testing and score-reporting system. Its purpose is to assess the reading, mathematics, and writing skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities. Each high school campus offers free TSI testing throughout the school year. Please contact the Testing Coordinator or Post-Secondary Counselor for dates and times.

**Advanced Placement (AP) ***

May 2-6, 2022 ~~3-7, 2021~~
May 9-13,2022 ~~10-14, 2021~~
Monday through Friday

*Administrations of AP exams for courses not offered in the high school program are also available. Preference will be given to upper classmen as seating may be limited.

**International Baccalaureate® (IB)**

April 28 – May 20, 2022

## Saturday Administrations

Registration deadlines for the college entrance/placement tests are approximately six weeks prior to the test date. Although registration information is available in the counselor's office, registration is the **responsibility of the student**. To be admitted to the test site for Saturday administrations, students must present identification: drivers license, student ID (with picture), or a description of the student signed by a counselor. Fee waiver information for qualifying students may be obtained from the counselor.

**SAT Program Test**

| ***National Test Dates**** | ***SAT Program Test*** |
|---|---|
| August 28, 2021 ~~29, 30, 2020~~ | SAT and Subject Tests |
| October 2, 2021 ~~3, 18, 2020~~ | SAT and Subject Tests |
| November 6, 2021 ~~7, 8, 2020~~ | SAT and Subject Tests, incl. Language w/Listening |
| December 4, 2021 ~~5, 6, 2020~~ | SAT and Subject Tests |
| March 12, 2022 ~~13, 14, 2021~~ | SAT only (No Subject Tests) |
| May 7, 2022 ~~8, 9, 2021~~ | SAT and Subject Tests |
| June 4, 2022 ~~5, 6, 2021~~ | SAT and Subject Tests |

~~*Sunday test dates immediately follow each Saturday date for students who cannot test on Saturday due to religious observance. Please note this exception: Sunday testing for the October 3, 2020, SAT will be held October 18, 2020.*~~

**American College Testing Program (ACT)**

September 11, 2021 ~~12, 2020~~
October 23, 2021 ~~24, 2020~~
December 11, 2021 ~~12, 2020~~
February 5, 2022 ~~6, 2021~~
April 9, 2022 ~~17, 2021~~
June 11, 2022 ~~12, 2021~~
July 16, 2022 ~~17, 2021~~

## Armed Services Vocational Aptitude Battery Test

Students in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test at their campus and consult with a military recruiter. Please contact your campus counselor for schedule and information about this opportunity.

## General Educational Development (GED) Test

The new GED test is a battery of 8 sections designed to give a valid means of measuring educational achievement of those people who have not completed a formal school program.

An applicant must meet one of the following requirements:

1. Be 17 years old prior to the first day of the current school year, have a notarized letter giving parental permission, and have a letter of withdrawal from the last school attended; ***or***
2. Be 18 years of age or older with proper identification.

Upon successful completion of the GED, the TEA will issue a Certificate of Equivalency *(not a high school diploma)* to the applicant. Inquiries regarding the GED should be directed to the Department of Community Education. Some colleges and businesses accept GED certification in lieu of a high school diploma; however, the student should consult the specific institution regarding its requirements.

# Graduation Information

## Early Graduation

Provision is made for early graduation if several requirements are met. Early graduation must be discussed with the counselor and an early graduation plan developed. The completed plan ~~form~~ with parent~~'s~~ signature must be approved by the building principal. The student will be ranked in the class in which the student graduates.

## Commencement Exercises

A student may participate in the high school graduation exercises if he/she has successfully completed all requirements as stipulated by the Texas Education Agency and the policies of SBISD. A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credit required by the district;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

The District will set the graduation date for each school early in the academic year. Questions concerning the ceremony should be directed to the registrar.

Students participate in the Graduation Ceremony for the school from which they graduated at the end of the semester in which they graduated. Students graduating in December may participate in their ~~graduation~~ school's graduation ~~May~~ ceremony in the spring.

Honor graduates, including the valedictorian and salutatorian, will be recognized during the spring commencement exercises. Students completing graduation requirements after graduation exercises have been conducted may receive diplomas through the registrar's office during working hours on any business day. A districtwide summer graduation ceremony is held for students who complete their graduation requirements in the summer after the spring ceremony.

A graduating senior assigned to DAEP who has completed all academic requirements when the school year ends and who would otherwise participate in the graduation ceremony at the student's home campus may not be allowed to participate if the student's participation presents a risk of physical injury to self or others. The decision will be made by the principal of the home campus in consultation with the principal's supervisor and central administration.

A graduating senior expelled to the JJAEP, or placed at Highpoint, who completes all academic requirements for graduation by the end of the school year may not participate in the graduation ceremony at the student's home campus if the period of expulsion to the JJAEP, or placement at Highpoint, has not been completed when the school year ends.

If a graduating senior expelled to the JJAEP, or placed at Highpoint, has completed all academic requirements for graduation and has completed all days of the expulsion to the JJAEP, or placement at Highpoint, by the last instructional day of the school year, the student's participation in the graduation ceremony at the student's home campus will be decided by the principal of the student's home campus in consultation with the principal's supervisor and central administration based on a determination whether the student's presence at the graduation ceremony presents a risk of physical harm to self or others.

## Non-graduates

Students needing additional credits to meet graduation requirements may use the following options: any accredited summer school, SBISD distance learning program, return to school the following year, or correspondence courses as approved by the principal. Students who opt to return for a fifth year are not required to carry a full course load.

Students who have met course and credit requirements, but lack mastery of the state testing ~~STAAR test~~, should contact the school's STAAR coordinator and/or counselor. Students who are not eligible to graduate in the spring or summer of their last full year of high school may participate in a subsequent graduation exercise.

## Transcripts

Transcripts of a student's academic record may be requested through the school registrar. If the student is not eighteen years of age, a parent or guardian must sign and return a release of information form.

# College

## College Entrance

Colleges and universities vary greatly in their entrance requirements in regard to grades, class rank, courses, and entrance examination. It is the student's responsibility to obtain college information to insure entrance requirements are being met. For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

• Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one
endorsement and must have taken Algebra II as one of the four required
math courses); or
• Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT. The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application. Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.
The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.
As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information. Students and parents should contact the school counselor for further
information about automatic admissions, the application process, and deadlines.

## College Night

During the first semester, the District sponsors a college night. Parents and students are encouraged to attend. Representatives from a variety of post secondary options will be present with information.

## College Visitation

A junior or senior is allowed to miss two days during the year for college visitation if the grade level principal is notified **prior** to the visit. This time may be extended beyond the one day by the principal if the distance makes it impractical to travel to and from the college location in one day. The visit may not be taken during the **first week of the first semester or the last six weeks of the second semester.** *Exception:* During the last six weeks principals may permit official college visitations if the student has not previously taken a visit and there are extenuating circumstances.

A written note from the parents requesting a college visitation must be submitted to the principal **prior** to the visitation. The grade level principal will, upon approval of the request for a college visitation, issue the student a *College Visitation Form* which must be validated by having a college official sign the form and stamp it with the college seal. Failure to return the correctly validated form to the grade level principal will result in the student receiving an unexcused absence for time missed.

A student receiving a scholarship or auditioning is allowed an absence if visitation is a requirement of the organization or institution. The student is to provide the principal with a copy of the requirement in advance of the absence.

College visitation days for students will be counted as extracurricular days as allowed by state law.

## Scholarships and Financial Aid

Scholarship and financial aid information may be obtained from the scholarship section in Naviance, the school counselor, or the counselor website for each campus. ~~school counselor and the SBISD website.~~ The best source of information about availability of scholarships and other financial aid is the Director of Financial Aid at a specific college. Submission of family financial aid on appropriate forms (FAFSA, TASFA and/or the CSS Profile) is determined by the college. Applications for financial aid (FAFSA) can be completed online at http://www.fafsa.ed.gov/ beginning October 1st **of the student's senior year.** Each scholarship has its own specific criteria to determine eligibility. Applications for state financial aid, with the TASFA, which is for students not eligible for federal aid, can be found here: http://www.collegeforalltexans.com/index.cfm?objectid=A3119543-CBF8-C202-F1B0EEFD5F4B9805. And the CSS Profile can be found here: https://cssprofile.collegeboard.org/.

The National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered in the fall of the sophomore and junior years. **The test must be taken on the one nationally scheduled date during a student's junior year to be considered for the scholarship.** Advanced registration for PSAT/NMSQT is handled at the campus according to a published schedule.

# APPENDIX

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit **Board Policy FFI (LOCAL)**. Below is the text of SBISD **Board Policy FFI (LOCAL)** as of the date that this handbook was finalized for this school year.

## Student Welfare: Freedom from Bullying Policy

**Spring Branch ISD**
**101920**

**STUDENT WELFARE** **FFI**
**FREEDOM FROM BULLYING** **(LOCAL)**

*Note:* This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

**DATE ISSUED: 11/17/2017** **1 of 3**
**UPDATE 109**
**FFI(LOCAL)-X**

| | |
|---|---|
| Employee Report | Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. |
| Report Format | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| **Notice of Report** | When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct with a reasonable amount of time after the incident is reported. |
| **Prohibited Conduct** | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
| **Investigation of Report** | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. |
| **Concluding the Investigation** | Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.<br><br>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. |
| **Notice to Parents** | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. |
| **District Action**<br>Bullying | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. |
| *Discipline* | A student, who is a victim of bullying and who used reasonable self-defense in response to the bullying, may not be subject to disciplinary action.<br><br>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |

| | |
|---|---|
| *Corrective Action* | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| *Transfers* | The principal or designee shall refer to FDB for transfer provisions. |
| *Counseling* | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| **Confidentiality** | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| **Appeal** | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| **Records Retention** | Retention of records shall be in accordance with CPC(LOCAL). |
| **Access to Policy and Procedures** | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |

- H-10 Changes title security procedures section from “Lockout Condition” to “Secure Condition”
- H-12 Notes requirement to notify CNS Director and campus Kitchen Manager at least two weeks prior to any classroom or school party involving food
- H-13 Clarifies the requirement that a middle school student must be promoted to the next grade level prior to the beginning of the school year in order to be eligible to participate in UIL events for the first six weeks of the school year
- H-14 Clarifies language regarding UIL eligibility changing from the term “suspension” of eligibility to “ineligibility”
- H-15 Establishes expectation that parents of athletes requesting a school transfer should schedule a meeting with the District Athletics office
- H-17 Clarifies language in consequences for violation of trip guidelines from “removal of school” to “disciplinary action”
- H-18 Updates language to reflect current processes for notification in news media in emergency information situations
- H-22 Revises Title IX and Nondiscrimination Statements to reflect current legal requirements
- H-29 Added information for parent about who to contact regarding health concerns with their student
- H-36 Adds “virtual setting” to the list of technology environments in which students are required to follow rules for responsible use
- H-37 Adds “videos” and “virtual setting” to list of technology environments in which cyberbullying is prohibited
- H-39 Adds two additional prohibitions of student behavior in the use of their personal telecommunication and/or electronic device
- H-41 Notes that students who visit another school campus during the school day without administrative approval “may result in disciplinary action”
- H-42 Updates program description language for Bilingual Education, Dual Language and ESL Programs

- H-43 Removes weekly minimum number of minute requirement for GT pull-out services in primary grades

- H-46 Removes requirement that dyslexic students must receive 504 or Special Education services in order to be eligible for accommodations. This language no longer required as all students with dyslexia in SBISD are served in one of these two programs

- H-47 Added information about the Texas Talking Book Program available to qualifying students from the Texas State Library and Archives Commission

- H-47 Updated dates for College Readiness Events

- H-49 Notes that AOC will not offer programming for 7th grade students in the 2021-2022 school year

- H-49 Provides information for SBAI students who want to participate in athletics

- H-52 Clarifies language on student access to free texbooks

- H-55 Clarifies procedures for students to apply to take credit by exam

- H-59 Clarifies language on teacher assessments

- H-59 Adds description of MAP test

- H-59, 60 Removes reference to STAAR writing test

- H-62 Updates STAAR testing dates

- H-63, 64 Provides updated information on college access tests (SAT, TSI, AP, IB, ACT)

- H-64 Notes requirement that early graduation plan be collaboratively developed

- H-65 Added language about college admissions in public schools in the State of Texas

- H-66 Shares availability of scholarship section in Naviance

# *Student/Parent Handbook* and *Student Code of Conduct* Guide

Contacts are Divisions of Administration (*Code*) and Academics (*Handbook*)

- Calendar of deadlines provided by Community Superintendents
- Code of Conduct reviewed by district's attorney
- Academics sends notices to departments to review information for new Handbook
- text

Annotated versions

- All revisions must be annotated with date document was prepared for DIT and Board of Trustees presentations:
  - ~~red, strike-through~~ (deletion)
  - blue, underlined (new)
  - ~~green, strike-through~~ (moved from that location)
  - green, underlined (moved to new location)
- Update footer with next school year
- Add header to every page with *annotated* and *date*

Check addresses of schools that may be relocated during Bond Construction project.

- Listed in inside_cover file

Archive

- Retain all edits received in hard copy
- Retain emails
- Keep 5 years, hard copy and electronic

Final documents

- Latest annotated versions (used for Spanish translation)
- Final formatted version in Word
  - Hyperlinks created and verified
- PDF file created
  - Exported from Word
  - Bookmarked

Spanish translation

- Sent to translation service once English version is approved
- Have used MasterWord service
- Prepare last year's Spanish version with inserted edits in English
- Send final English document for reference
- Once received
  - Update
  - Check links
  - Export from Word
  - Bookmark

# Student Code of Conduct Draft - 2021-2022

Annotated and Final Draft Edited Pages

| Annotated Page | Final Draft Page # | Edit |
|---|---|---|
| C-7 | Same | Under "Level I, Minor Infractions"<br>➢ Add: "including virtual learning."<br>Bullet point should read:<br>• "Disruption of school activities; including virtual learning." |
| C-8 | Same | Under "Level II, Serious Disruptive Behavior,"<br>➢ Un-bold "Level II serious disruptive incidents may include, but are not limited to:"<br>➢ Un-bold sentence "Possession of articles inappropriate for school including electronic devices (i.e. iPods, radios, CD players, etc.), matches, laser pointers, and/or printed material not appropriate for school" |
| C-8 | Same | Under "Level II, Serious Disruptive Incidents," under bullet point "Harassment"<br>➢ un-bold "cyberbullying" |
| C-8 | Same | Under "Level II, Serious disruptive incident may include, but are not limited to,"<br>➢ Add additional bullet point:<br>• "Zoom bombing or other disruptions of video-based instruction. [See: Misuse of Technology Resource and the Internet, page C-20.]" |
| C-13 | Same | Under "Registered Sex Offenders":<br>➢ Remove: "among," Add: "with."<br>Sentence should read: "A student or the student's parent or guardian may appeal the decision to place the student in the DAEP by requesting a conference with the Board's designee." |
| C-14 | Same | Under "Review Procedures for Registered Sex Offenders" number 6:<br>➢ Rewrite sentence as:<br>6. "The placement of any student, who is a registered sex offender with a disability and receives special education services, must be made in compliance with the *Individuals with Disabilities Education Act, 20 U.S.S.G."* |
| C-14 | Same | Under "Discipline for Students with Disabilities":<br>➢ Remove: "individual" Add: "service"<br>Rewrite sentence to read: "Disciplinary actions regarding special education and Section 504 eligible students shall be in accordance with the student's service plan subject to the requirements of state and federal law, including, but not limited to …." |

| | | |
|---|---|---|
| C-15 | Same | Under "Bullying (Level II-IV Offense)":<br>➢ Remove number 3 and renumber the section 1 – 4. |
| C-15 & 16 | Same | Under "Bullying (Level II-IV Offense)"<br>➢ Remove sections:<br>"Bullying includes cyberbullying (see below), number 1, 2 and 3."<br>"This conduct is considered bullying …."<br>"Bullying is …."<br>"Cyberbullying expands …."<br>The three bullet points: "Engaging …." "Inciting…." "Releasing…." |
| C-15 | Add | Under "Bullying (Level II-IV Offense)":<br>➢ Add after 4.<br>"5 Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communications device, including through the use of:<br>• A cellular or other type of telephone<br>• A computer<br>• A camera<br>• Electronic mail<br>• Instant messaging<br>• Text messaging<br>• A social media application<br>• An internet website<br>• Any other internet-based communication tool.<br><br>6 Bullying is prohibited by the district and could include:<br>• Hazing<br>• Threats<br>• Taunting<br>• Teasing<br>• Confinement<br>• Assault<br>• Demands for money<br>• Destruction of property<br>• Theft of valued possessions<br>• Name-calling<br>• Rumor-spreading<br>• Ostracism." |
| C-16 | Add | Under "Bullying (Level II-IV Offense)":<br>➢ Add "school" counselor to the following sentence:<br>"If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or aren't to notify a teacher, school counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. |

| | | |
|---|---|---|
| C-16 | Add | ➢ Add to the end of the above sentence:<br>➢ Delete "or other" Add "and"<br>Sentence should read: "Procedures for reporting allegations of bullying may be found on the district's website. A student may anonymously report an alleged incident of bullying. The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying." |
| C-17 | Same | Under "Disruption of Classes or School Activities (Level III/IV Offenses)"<br>➢ Add to the last paragraph the following sentence:<br>"Any inappropriate behavior will follow the Student Code of Conduct." |
| C-19 | Add | Under Drug/Alcohol Possession/Use:<br>➢ Add the following statement at the end of the section:<br>"The use and possession of CBD, cannabidiol, is prohibited on campus and any district property, unless it has been medically approved by a health care provider. All documentation for medicinal use must be on file in the campus clinic. Distribution to a student must be dispensed by the campus nurse." |
| C-20 | Same | Under "Misuse of Technology Resources and the Internet":<br>➢ Add: "or video" after the word, "messages."<br>➢ Add: "or in a virtual setting" after "school property".<br>➢ Add: ", borrowed" after "District-owned".<br>Paragraph should read: "Students are prohibited from possessing, sending, forwarding, posting, delivering, accessing or displaying electronic messages or video that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, or in a virtual setting, whether the equipment used to send such messages is District-owned, borrowed or personally owned, if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school." |
| C-20 | Same | Under "Misuse of Technology Resources and the Internet":<br>➢ Delete in the second paragraph http://beforeyoutext.com, a state-developed.<br>➢ Add an "a" after child.<br>Sentence should read: "Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child a program that addresses the consequences of engaging in inappropriate behavior using technology." |
| C-21 | Same | Under "Personal Telecommunications Devices/Electronic Devices,"<br>➢ Add the following bullet points:<br>• Students may not damage or vandalize District electronic communication systems or electronic equipment.<br>• Students may not use another student's District accounts. |

| | | |
|---|---|---|
| C-23 | Same | Under "Vandalism (Level III Offenses),"<br>➢ Add after "equipment," "including digital equipment."<br>The sentence should read: "Students shall not vandalize nor otherwise damage or deface school property including, but not limited to, grounds, furniture, equipment, including digital equipment, or vehicles, or the property of others located on school property or used for school purposes or at school-sponsored events." |
| C-24 | Same | Under "Parent-Teacher Conferences"<br>➢ Remove second paragraph.<br>➢ Replace fourth paragraph as the second paragraph.<br>➢ Remove "Code" and add to the end of the sentence, "Student Code of Conduct". |
| C-25 | Same | Under "Alcohol and Marijuana Intervention Program":<br>➢ Add a space between consequences and (ISS and OSS).<br>Paragraph should read: "The district will provide an **alcohol and marijuana first offense program** for students. The program will include campus consequences (ISS and OSS) and an alcohol and marijuana intervention program led by a district support counselor." |
| C-25 | Same | Under "Out-of-School Suspension":<br>➢ Add the word, "consecutive" prior to "school days".<br>Sentence should read: "An out-of-school suspension may not exceed three consecutive school days." |
| C-28 | Same | Under "Academic Conference"<br>➢ Add after counselor "or principal designee."<br>Sentence should read: "If the decision is to remove a student to the DAEP, the student and parent/guardian shall meet with the appropriate school counselor or principal designee for an academic conference. " |
| C-33 | Same | Under "Questioning of Students"<br>➢ Add to the last sentence: "regarding discipline matters."<br>Sentence should read: "District officials may question a student regarding the student's own conduct or the conduct of other students regarding discipline matters." |

Revised: 2.25.21

*Annotated 02.26.21*

**Spring Branch Independent School District**

# *Student Code of Conduct*

~~**2020-2021**~~ **2021-2022**

# Our Values: The Spring Branch Way

## The foundation of success, for our students and our school system, is rooted in our core values and these values define the Spring Branch Way.

Our five Core Values affirm who we are, what we stand for, how we treat each other, what we prioritize, and what guiding principles we live by as members of the Spring Branch ISD family. Our Core Values are easily remembered as **The Five C's**. They focus us on what matters most and provide a unified sense of purpose.

These essential, non-negotiable ideals and expectations define who we are as Spring Branch ISD, individually and collectively, when we are at our best.

- **Every Child**—We put students at the heart of everything we do.
  - Every child. Every day. Every minute. Every way.
  - What's Best for the Child Drives the Decision
  - Infinite Possibilities Through Education
- **Collective Greatness**—We, as a community, leverage our individual strengths to reach challenging goals.
  - Surpass Expectations
  - Everyone's Work Matters
  - Diversity Makes Us Stronger
- **Collaborative Spirit**—We believe in each other and find joy in our work.
  - Each of Us is Committed to All of Us
  - Together We're Better
  - Assume the Best
- **Limitless Curiosity**—We never stop learning and growing.
  - Empowered to Innovate
  - Tenaciously Embrace Challenges
  - Unleashed Potential
- **Moral Compass**—We are guided by strong character, ethics and integrity.
  - Personal Responsibility
  - Kindness and Mutual Respect
  - Trustworthiness

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# Introduction

If you have difficulty accessing the information in this document because of disability, please contact the district office at 713-464-1511.

All students are entitled to benefit from the basic rights recognized and protected by law for persons of their age and maturity attending the public schools of the state. Spring Branch Independent School District (SBISD) schools foster a climate of mutual respect for the rights of others. Students are expected to respect the rights and privileges of other students, teachers, and other school employees. The rules of conduct and discipline contained within this *Student Code of Conduct* (the *Code*) are established to achieve and maintain order in the SBISD schools. Students are governed by this *Code* and those who violate the *Code* or rights of others or who violate SBISD or campus rules shall be subject to the provisions contained within this *Student Code of Conduct.*

A discipline violation includes the planning of, or conspiring to commit an infraction and/or commission of an offense. Certain offenses may result in the filing of charges by the SBISD Police Department through the Harris County District Attorney's Office, Harris County Juvenile Probation Department, or the Harris County Justice of the Peace Court depending on the nature of the misconduct. Principals are required, by law, to report certain activities to the SBISD Police Department. Persons detained by the SBISD Police Department for criminal charges, including juveniles 10-16 years of age, must be fingerprinted and photographed before being released back to a parent or being transported to a juvenile holding facility. The District will take into consideration self-defense, the disciplinary history of the student, intent or lack of intent at the time the student engaged in the conduct, or a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct concerning any infraction that may result in suspension, discipline alternative education program placement, or expulsion.

All ticketable offenses may require transporting the student to the SBISD Police Department.

This *Student Code of Conduct* is the product of collaboration between SBISD and the Harris County Juvenile Board. SBISD and the Harris County Juvenile Board have entered into a Memorandum of Understanding concerning various requirements. The Memorandum of Understanding between SBISD and the Harris County Juvenile Board is incorporated by reference into this *Student Code of Conduct*.

The SBISD Board of Trustees adopted the following *Student Code of Conduct* (the *Code*) at a meeting held _____, ~~2020~~ 2021.

## Development of the *Student Code of Conduct*

The District's *Code* was developed through a cooperative effort of the District Improvement Team, District administrators, and the Harris County Juvenile Board as required in *TEC Section 37.001*.

A draft of the *Code* was initially prepared by District administrative personnel and reviewed by the District's legal advisors. The draft was then submitted for review and comment to the District Improvement Team comprised of representatives of parents, teachers, administrators, and community business leaders.

## Code of Civility

Civility is the affirmation of what is best about each of us individually and collectively, not just an absence of harm. Therefore, SBISD requires that we communicate (faculty and staff, students, parents, guardians and members of the community) in the following manner:

Treat each other with courtesy and respect at all times:

1. Listen carefully
2. Share opinions and concerns in a civil manner
3. Refrain from loud or offensive language
4. Refrain from profanity or offensive gestures
5. Refrain from threats, including but not limited to causing property damage or bodily harm

Take responsibility for your actions:

1. Share accurate information
2. Manage anger appropriately
3. Refrain from disrupting or interfering with classroom or school operations

Cooperate with one another:

1. Obey school rules and district policy
2. Respect each other's time
3. Notify one another when we have information that affects student safety or success
4. Respond when asked for assistance
5. Understand that compromise is key

Failure to follow the Code of Civility may result in limited access to campuses and district properties.

## Parent Protocol for the Problem-Solving Process

Although we strive for collaboration at all times, parents/guardians may require additional assistance in resolving a situation. Please familiarize yourself with SBISD's general problem-solving process which includes:

1 Contact the appropriate campus staff member immediately. The most direct route to resolving a concern is to confer directly with the person involved. (Example: If the concern is related to the classroom, the teacher should be the person contacted.)

2 If not satisfied, contact the appropriate administrator (Assistant Principal or Principal) in charge of the campus and responsible for concerns that may arise from the school's operation. Explanations of policies and procedures, various clarifications and all types of campus information are available at the campus level.

3 Contact the appropriate central office administrator within a week. This may be a Director, Executive Director, Community Superintendent, or Associate Superintendent. This step should be taken only when steps 1 and 2 have not resolved the concern.

## Rights and Responsibilities

The rights and responsibilities of SBISD students, parents, teachers, principals, and district administrators are laid out in the Rights and Responsibilities section in the Appendix. The purpose of this section of the *Code* is to provide a brief description of the more important rights and responsibilities of students. In general, students should have the maximum freedom allowable under law, commensurate with the school's responsibility for student health, safety, and welfare. Consequently, the school does not relinquish its authority and responsibility. Within each school, the principal has the responsibility for maintaining the orderly educational process. Maintenance of the orderly educational process shall be accomplished in a manner which both respects the rights and recognizes the responsibilities of students.

## District Jurisdiction

The District has jurisdiction over its students during the regular school day and while going to and from school on District transportation. Within the District's jurisdiction is any activity during the school day on school grounds; attendance at any school-related activity, regardless of time or location; and any school-related misconduct, regardless of time or location. The District's jurisdiction also includes any student whose conduct at any time and in any place interferes with or obstructs the mission or operations of the District or the safety or welfare of students or staff members or causes a substantial and material disruption on campus.

## Guidelines for Disciplinary Actions

When imposing discipline, District personnel shall adhere to the following guidelines:

- Discipline shall be administered when necessary to protect students, school employees, or property; maintain essential order and discipline; and promote an environment conducive to learning.
- Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include but are not limited to the following:
    * Seriousness of the offense;
    * Student's age;
    * Student's disciplinary history;
    * Intent or lack of intent at the time the student engaged in the conduct;
    * Self defense;
    * A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
    * Potential effect of the misconduct on the school environment;
    * Any mitigating factors.
- The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline violations of the *Student Code of Conduct*.

## Campus Behavior Coordinator

The administrators on each campus have been designated by the Board as the Campus Behavior Coordinator(s) for that campus with the authority to:

- Assess and implement the campus discipline management program in cooperation with teachers and staff;
- Remove a student from campus for compelling non-disciplinary reasons or pending a conference;
- Investigate allegations of student misconduct which includes questioning students and searching a student or the student's belongings if there is reasonable suspicion that the student has violated a specific rule or law and the school administration reasonably expects that the search could produce evidence of that violation;
- Conduct conferences regarding removal of students to alternative educational placement; to make determination of violation of the *Student Code of Conduct*; and, upon such determination, to determine the duration of removal and the alternative educational placement to which a student should be removed.

The Superintendent or designee has been designated by the Board to conduct hearings concerning expulsion of students and to issue orders of expulsion upon determination of guilt of incorrigible conduct as a result of such hearings.

## Levels of Violations in *Student Code of Conduct*

The *Code* classifies student violations according to their significance. There are five levels of increasingly serious violations. Minor offenses are classified as Level I violations. The most serious offenses are classified as Level V. Each level carries a range of consequences and learning experiences that are appropriate for the particular violation. Due to the nature of some infractions they may be listed under more than one level. In these cases, the principal will decide upon the appropriate level and consequence according to the specific circumstances of the violation. Repeated violations in one level may result in disciplinary consequences at the next level.

## Procedures for Student Discipline Referrals

Most Level I offenses are considered minor violations of the *Student Code of Conduct* and, therefore, a written report of such offenses is ordinarily not required to be filed with the school principal or other appropriate administrator. However, if the teacher (1) imposes school detentions, (2) removes the student to the principal's office, or (3) has the student enter a behavioral contract, the teacher will file with the school principal or the other appropriate administrator a written report, not to exceed one page, documenting the violation.

A teacher with knowledge that a student has violated the *Student Code of Conduct* at Level II or higher must file a written report with the school principal. The principal or other appropriate administrator will send a copy of the report to the student's parents or guardian as soon as possible but not later than three school days after receipt of the report from the teacher. All consequences will be recorded and kept on file for future reference.

## Procedures for Student Removal by Teachers

A teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with the *Student Code of Conduct*.

A teacher may remove from class a student:

- Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; *or*
- Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with students in the class or with the ability of the student's classmates to learn.

If a teacher removes a student from class, the principal may place the student into another appropriate classroom, into in-school suspension, or into a disciplinary alternative educational program (DAEP). The principal may not return the student to that teacher's class without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

Each school shall establish a three-member committee to determine placement of a student when a teacher refuses the return of a student to the teacher's class and make recommendations to the District regarding readmission of expelled students. Members shall be appointed as follows:

- The campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member;
- The principal shall choose one member from the professional staff of the campus;
- The teacher refusing to re-admit the student may not serve on the committee.

## Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs Spring Branch Independent School District police department. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in Board Policy CKE (LOCAL).

# Behavior Intervention Strategies and Supports

## Tier I Positive Behavior Intervention Systems

Tier I interventions support the entire population of a school through the development of school-wide expectations that focus on appropriate behaviors, skill development, and behavioral well-being. Tier I interventions reflect the specific needs of the school population; therefore, implementation may look different at each campus. Systematically teaching behavioral expectations and acknowledging students for meeting them is a more proactive approach to discipline than waiting for misbehavior to occur Tier I student interventions are implemented to help meet the school-wide expectations.

**Tier I prevention strategies may include:**

- **Daily Meetings (Community Circles).** Classroom meetings in which the teacher and all students come together are usually for one of two purposes: to build community at a relatively peaceful time or to resolve a

conflict. At the morning meeting, students sit in a circle and do activities together that help build caring within the group and between individuals. The meeting provides a place students come to understand the truest meaning of “finding common ground.” They come to see, tolerate, and appreciate the ways of one another, including their teachers. The most basic element of caring that aids this process is the genuine willingness to listen attentively.

- **Student Advisories.** Students meet in small groups with an adult advisor to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, hone communication skills, and participate in social justice or service learning projects. Student Advisories offer emotional support for students during adolescence. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. The activity can provide peer recognition in an accepting environment, and offset peer pressure and negative responses from peers in other areas.
- **Mentoring program:** Involves pairing students with mentors (a school counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.
- **Positive Reinforcement System:** Involves identifying classroom behaviors for which a student can earn positive reinforcement every time a set goal is met. (ex: First, then; 3 positive behaviors earns 1 reward; 5 positive behaviors earns 1 reward, etc.)
- **Conference:** Involves students, parents, guardians, and teachers in discussion about the school-wide expectations and classroom expectations.

**De-Escalation strategies:**

- Show students you understand. Listen well, with sincere concern, to create positive relationships among students and adults. Trust then becomes the foundation for academic success and conflict resolution.
- Provide open-ended prompts. Say, for example, “What was that like for you?” or “Tell me more about that.” This gets more than a “Yes” or “No” response, and helps students tell their story.
- Use reflective listening when intervening in a conflict. Get the attention of an escalated person by reflecting back the feelings you hear in a nonjudgmental way. Let students tell their story—say just enough to help them do it.
- Help students problem-solve disputes. Use open-ended questions and reflective listening to help students think about what happened. Trust that, with guidance, students will identify a solution that works for them.

Students who require additional interventions should be referred to the Student Support Committee.

**Student Support Committee (SSC)**

Each campus has a team that drives the implementation of Response to Intervention: Behavior (RtI:B) for the school. This team may include a building administrator, school counselor, CIS (Communities in Schools)/CYS (Community Youth Services), and/or teachers. The team uses data and evidence-based practices to develop and implement a plan of action to address the student’s behavioral need. The Plan of Action includes, but is not limited to, a student SMART (Specific, Measureable, Attainable, Relevant, Time-bound) goal and the identification of progress monitoring tools to track student progress towards the goal in Tiers I, II and III. The data captured by these tools are reviewed by the SSC to determine the success of implementation, student growth and/or continued areas of need.

## Tier II Interventions

Tier II interventions provide supplemental supports for students whose needs are not being met through Tier I strategies. Interventions within the Tier II system are designed for a smaller number of students who require more supplemental supports for skill development.

Decisions to implement Tier II supports are determined by the SSC based on records of student behavior/ student data. Effective interventions are meant to produce measurable changes in behavior and improvement in a student’s success.

**Tier II Interventions may include:**

- **Social Skills:** Structured, ongoing lessons about social skills allow students to learn routines, expectations, and behavior standards. This intervention should reinforce/correct behavior and allow expectations surrounding behavior to be more personalized.
- **Check-in Check-out (CICO):** Students check in with designated CICO Facilitator(s) before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide behavioral feedback on a progress monitoring card.
- **Structure Breaks:** Provide students with a cool down time to prevent escalations and allow students time away from a potentially stressful situation. This may help some students with poor attention to re-focus and/or provide an opportunity for movement for a student who has trouble sitting.
- **Sensory Bucket:** A container with interactive tools designed to meet the sensory needs.
- **Conference:** Involves students, parents, guardians, teachers, school staff, and principals in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

## Tier III Interventions

Tier III interventions are individualized and intended for students who are identified as having persistent behavioral concerns. The goal of these interventions is to diminish behaviors of concern and increase a student's skills. The SSC is responsible for using data and evidence-based practices to develop and implement a Tier III plan of action to address the student behavioral need.

**Tier III Interventions may include:**

- **Cool Down Corner:** This is an identified area of the classroom that a student may access tools and resources that will support changes in behavior. This area should be calming and encourage relaxation so that students begin to identify their emotions and apply strategies that mitigate disruption to others. This should be non-punitive and a positive intervention that student is accessing.
- **Restorative Practices (RP):** A whole-school approach that uses various communicative techniques focused on affective statements and proactive community building activities.
- **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflict.
- **Conference:** Involves students, parents, guardians, teachers, school staff, and principals in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.
- **Referral to appropriate substance use counseling services:** Occurs for behavior related to substance use, or with those for whom there is reason to believe substance use counseling is needed. Contact SBISD System of Care, 713-251-2336.
- **Referral to The Harris Center for Mental Health and IDD or other social services:** Provides services to qualifying students. SBISD has a partnership to service all students with mental health needs in the District. For the referral and/or more information, contact the campus's Professional School Counselor or SBISD System of Care, 713-251-2336.

# System of Care

The System of Care team provides a wide variety of supports across the district including, but not limited to, Tier III student behavior support, teacher coaching within multi-tiered systems of support (MTSS), and campus/district professional development in topics such as classroom culture, Response to Intervention (RtI), restorative practices, mental health awareness, and social-emotional learning. For more information, reach out to the System of Care team at 713-251-2336 or mailto:systemofcare@springbranchisd.com.

# *Student Code of Conduct* Levels of Behavior

SBISD *Student Code of Conduct* ensures that all students have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Discipline is one aspect of school culture and the management system and should be reasonable, timely, fair, age-appropriate, and match the severity of the student's misbehavior.

## LEVEL I Minor Infractions

Minor infractions usually are not of a severe nature, but may indicate a specific need.

The goal of Level I discipline is to identify student needs and provide support so students are able to behave in ways that positively contribute to academic achievement, social-emotional well-being, and school success. It should foster a school environment that maintains safe and orderly learning communities and balances the needs of the student, the needs of those directly affected by behaviors, and the needs of the overall school community.

**Level I incidents may include, but are not limited to:**

- Disruption of school activities; including virtual learning.
- Giving false information either verbally or in writing to a school staff member;
- Failure to follow the directions of a teacher, principal, bus driver, supervisor, or other school staff member;
- Disrespect of a staff member;
- Gambling;
- Tardiness or truancy;
- Littering of school grounds;
- Trespassing;
- Dress code violations [*see* Dress Code Violation, p. C-18 and Dress Code, *Student/Parent Handbook*].

For Level I incidents, behaviors should be supported using one or more of the management techniques appropriate for the student, the school environment, and the situation:

- Restorative Justice circle;
- Mediation/conflict resolution;
- Behavior contracts;
- Bus warnings;
- Parent/family conference with the student;
- In-class redirection/warning;
- Change of seat assignment;
- Confiscation of inappropriate item(s);
- Warning to comply with dress code;
- Loss of privilege(s);
- Parent conference with teacher and Administrator;
- Parent phone call or note;
- Verbal warning;
- Teacher or designated staff counsels with the student;
- Additional in-class support/supplementation;
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations;

For Level I incidents, the following corrective actions and/or Level II interventions may be applied:

- Assignment to in-school suspension;
- Removal from bus transportation;
- Detention [*see* Detention, p. C-24];
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations;

A student shall not be recommended for DAEP placement for Level I offenses. For students with persistent Level I incidents, campus personnel shall continue to progress through tiered intervention behavior supports. Every effort should be made to include the student's parent/guardian in the process.

## LEVEL II Serious Disruptive Behavior

In general, Level II incidents are considered more serious in nature and will need more intensive learning experiences.

The discipline techniques at this stage are designed to teach the students positive alternative behaviors or to impress upon the student the consequences of negative behavior. After investigating the scope and nature of the incident, the campus administrator may implement any one or more of the discipline management techniques.

~~**Level II serious disruptive incidents may include, but are not limited to:**~~

Level II serious disruptive incidents may include, but are not limited to:

- ~~**Possession of articles inappropriate for school including electronic devices (i.e. iPods, radios, CD players, etc.), matches, laser pointers, and/or printed material not appropriate for school** [*see* Personal Telecommunications Devices/Electronic Devices, p. C-21];~~
- Possession of articles inappropriate for school including electronic devices (i.e. iPods, radios, CD players, etc.), matches, laser pointers, and/or printed material not appropriate for school [*see* Personal Telecommunications Devices/Electronic Devices, p. C-21];
- Improper use of telecommunication devices, authorized or unauthorized [*see* Personal Telecommunications Devices/Electronic Devices, p. C-21];
- Cheating [*see* Cheating, p. C-16];
- Harassment, or bullying/ ~~**cyber-bullying**~~ cyber-bullying [*see* Bullying, p. C-15);
- Persistent level I offenses;
- Vandalism [*see* Vandalism, p. C-23];
- Gang Activity [*see* Gangs, p. C-19).
- Zoom bombing or other disruptions of video-based instruction. [See Misuse of Technology Resource and the Internet, page C-20.]

For Level II incidents, behaviors should be supported using one or more of the management techniques appropriate for the student, the school environment, and the situation:

- Conference with campus administrator;
- Behavioral contracts;
- Loss of privilege(s);
- Confiscation of inappropriate item(s);
- Partial or complete denial of attendance and/or participation in extracurricular activities;
- Before/after school and/or Saturday detention [*see* Detention, p. C-24];
- Removal from class for campus ISS;
- Parent notification/parent conference;
- Teacher removal from class, documented behavior;
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations;

- Referral to SBISD Police Department for appropriate legal action.

A second Level II incident may result in any of the above consequences or out-of-school suspension (OSS) for up to three days and/or an additional assignment to in-school suspension (ISS). Repeated or serious Level II incidents may ultimately result in assignment to a DAEP.

## LEVEL III Serious or Persistent Misbehavior

After reasonable discipline management techniques have been attempted and the campus administrator determines that the student's presence in the regular classroom is disruptive to other students or persistent misbehavior violates the previously communicated standards of student conduct, the building administrator may assign in-school suspension (ISS) or out-of-school suspension (OSS) (up to three days) or remove a student to a disciplinary alternative educational program (DAEP).

If a student is suspended, the student's absence(s) shall be considered excused if the student satisfactorily completes the class assignments for the period of suspension within the same number of days of his/her suspension, after the student's return to school.

**Behaviors leading to such action may include, but are not limited to:**

- Vandalism [*see* Vandalism, p. C-23];
- Gang activity, including being a member of a gang [*see* Gangs, p. C-19;
- Tampering with, changing, or altering records or documents of the District by any method, including, but not limited to, computer access or other electronic means;
- Cheating—denial of credit [*see* Cheating, p. C-16];
- Directing profanity, vulgar language or obscene gestures toward other student, school personnel, or any other person;
- Engaging in verbal abuse, i.e., name-calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that may disrupt the school program or incite violence;
- Use/possession of tobacco [*see* Tobacco Possession/Use, p. C-22];
- Fighting [*see* Fighting, p. C-19];
- Harassment or Bullying [*see* Bullying, p. C-15, and Harassment, p. C-20];
- Insubordination [*see* Insubordination, p. C-20];
- Use of force or threat;
- Engaging in any form of sexual harassment of another student or staff member [*see* Sexual Harassment, p. C-22];
- Planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption of the educational program;
- Possession of any weapon not prohibited in Level V, including but not limited to BB/pellet guns, knives, razors, box cutters, "look-alike" weapons, chains, ammunition, or stun guns [*see* Weapons, p. C-23];
- Possession of ammunition, fireworks, matches or a lighter, or other dangerous instruments;
- Misdemeanor theft;
- Extortion, coercion, kidnapping, or blackmail;
- Damaging and/or destroying and/or altering district electronic devices and/or software by any method including, but not limited to, the use of computer software viruses or other electronic means;
- Inappropriately using instructional materials including electronic devices or other technology;
- Hazing [*see* Hazing, p. C-20];
- Possessing drug paraphernalia, as drug paraphernalia is defined by the *Texas Controlled Substance Act (Article 4476-15, Vernon's Texas Civil Statutes)* [*see* Drug/Alcohol Possession/Use, p. C-18];
- Nonfelony criminal mischief.

For Level III incidents, behaviors should be supported using one or more of the management techniques appropriate for the student, the school environment, and the situation:

- Assignment to in-school suspension (ISS); and/or
- Out-of-school suspension (up to three days); and/or
- Assignment to a DAEP (District or Highpoint); and/or
- Certain offenses may result in filing a charge by the SBISD Police Department;
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations;
- A student who is involved in a Level III incident and is suspended or placed in a DAEP is prohibited from attending or participating in school-sponsored or school-related activities.

## LEVEL IV Offenses Resulting in Placement to a Disciplinary Alternative Education Program (DAEP)

A student will be placed in a disciplinary alternative education program (District DAEP or Highpoint or the Harris County Juvenile Justice Alternative Education Program) for any of the following incidents if committed on school property or while attending school-sponsored or school-related activities on or off school property.

**Behaviors leading to such action may include, but are not limited to, the following:**

- Serious or persistent misbehavior after the student has been placed in a campus ISS and continues to violate the District *Student Code of Conduct*;
- Regardless of where the conduct occurs, engaging in conduct involving a public school that contains the elements of the offense of false alarm or report (under *Section 42.06. Texas Penal Code*), or terroristic threat *(Section 22.07, Texas Penal Code)*;
- Assault of an individual under *Section 22.01 (a) (2) (a) (3), Texas Penal Code*;
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct punishable as a felony other than those felony offenses listed in Level V of the *Student Code of Conduct;*
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct that contains the elements of the offense of assault under *Section 22.01 (a) (1), Texas Penal Code;*
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, selling, giving, delivering, possessing, using, or being under the influence of marijuana or a controlled substance (real or imitation) (as defined by *Chapter 481, Health and Safety Code*, or by *21 U.S.C. Section 801 et. Seq.*), including any marijuana-like substance that is commonly found in K2, Spice, or any synthetic substance that produces psychoactive effects, or a dangerous drug (as defined by *Chapter 482, Health and Safety Code*) or an abusable volatile chemical under *Section 485.031-485.034, Health and Safety Code*, if punishable as a misdemeanor;
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, selling, giving, or delivering to another person an alcoholic beverage (as defined by *Section 1.04, Alcoholic Beverage Code*); committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of an alcoholic beverage [*see* Drug/Alcohol Possession/Use, p. C-18];
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct that contains the elements of the offense of public lewdness (under *Section 21.09, Texas Penal Code*) or indecent exposure (under *Section 21.08, Texas Penal Code*);
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct that contains the elements of the offense of aggravated robbery (under *Section 29.03, Texas Penal Code*);
- Engaging in conduct occurring off campus and while the student is **not** in attendance at a school-sponsored or school-related activity if:
    * The student receives deferred prosecution under *Section 53.03, Texas Family Code*, for conduct defined as a felony offense in *Title 5, Penal Code*; or

  - A court or jury finds that the student has engaged in delinquent conduct under *Section 54.03, Texas Family Code*, for conduct defined as a felony offense in *Title 5, Penal Code*; or
  - The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in *Title 5, Penal Code*.

- Regardless of time or location, engaging in conduct on or off school property that contains the elements of the offense of retaliation under *Section 36.06, Texas Penal Code*, against any school employee;
- Engaging in conduct that contains the elements of an offense of deadly conduct under *Section 22.05, Penal Code*;
- Engaging in conduct that contains elements of the offense of criminal mischief under *Section 28.03, Penal Code*, if the conduct is punishable as a felony;
- Engaging in conduct that contains the elements of the offense of harassment under *Section 42.07 (a) (1), (2), (3), or (7), Penal Code,* against any employee of the school district.
- Off campus, non-violent felony, if the Superintendent/designee has a reasonable belief the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process;
- Breach of Computer Security, under the *Penal Code,* is a permissive expellable offense if a student accesses a district's computers, computer system, or computer network and knowingly alters, damages, or deletes district property or information;
- A student who is younger than 10 years of age shall be removed from class and placed in a disciplinary alternative education program if the student engages in conduct that would be an expellable offense for students 10 years old or older. A student who is under 10 years of age who possesses a firearm shall be expelled but shall receive education in the DAEP during the term of the expulsion. See the list of expellable offenses in Level V of the *Student Code of Conduct*;
- *Title 5* Expulsions: After an opportunity for a hearing, a student may also be expelled from SBISD and placed in the Harris County Juvenile Justice Alternative Education Program if, regardless of when the offense occurred, the location of the offense, or whether the student was enrolled in the District at the time of the offense, a student:
  - has received deferred prosecution under the *Family Code* for conduct defined as a felony offense in *Title 5* of the *Penal Code*;
  - has been found by a court or jury to have engaged in delinquent conduct under the *Family Code* for conduct defined as a felony offense in *Title 5* of the *Penal Code*;
  - is charged with engaging in conduct defined as a felony offense in *Title 5* of the *Penal Code*;
  - has been referred to a juvenile court for allegedly engaging in delinquent conduct under the *Family Code* for conduct defined as a felony offense in *Title 5* of the *Penal Code*;
  - has received probation or deferred adjudication for a felony offense under *Title 5* of the *Penal Code*;
  - has been convicted of a felony offense under *Title 5* of the *Penal Code*; or
  - has been arrested for or charged with a felony offense under *Title 5* of the *Penal Code*.

  Before being expelled, the principal must also determine the student's presence in the classroom threatens the safety of the other students or teachers; will be detrimental to the educational process; or is not in the best interests of the District's students. *Title 5* felonies include criminal homicide; murder; capital murder; manslaughter; criminally negligent homicide; kidnapping; aggravated kidnapping; indecency with a child; sexual assault; aggravated sexual assault; sexual coercion; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; tampering with a consumer product; smuggling of persons; trafficking of persons; public lewdness; indecent exposure; bestiality; improper relationship between educator and student; harassment by persons in certain correctional facilities; harassment of public servant; improper photography or visual recording. The expulsion shall last until:
  - the student graduates from high school;
  - the *Title 5* felony charges that resulted in the expulsion are dismissed or reduced to a misdemeanor offense; or
  - the student completes the term of the placement or is assigned to another program.

A decision under this section is final and may not be appealed; however, the placement shall be reviewed at intervals not to exceed 120 days.

**Level IV consequences may include, but are not limited to:**

- Assignment to a DAEP;
- Special education students will be referred to an ARD Committee and §504 students referred to 504 Committee;
- Referral will be made to SBISD Police Department for appropriate legal action; District police may not issue Class C citations on school property, *Senate Bill 393* and *Senate Bill 1114*. https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Students/documents/class_c_misd_citations_and_complaints_sept15.pdf
- Expulsion to the Harris County Juvenile Justice Alternative Education Program;
- A student who is involved in a Level IV incident and is placed in a DAEP is prohibited from attending or participating in school-sponsored or school-related activities.

## LEVEL V Offenses Resulting in Expulsion/Referral to the Harris County Juvenile Justice Alternative Education Program (JJAEP)

A student shall be expelled for any of the following offenses that occur on District school property or while attending a school-sponsored or school-related activity of a school in another district in Texas.

**Behaviors leading to such action may include, but are not limited to, the following:**

- A firearm violation, as defined by federal law. A firearm under **federal law** includes the following:
  - Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
  - The frame or receiver of any such weapon;
  - Any firearm muffler or firearm weapon;
  - Any destructive device, such as any explosive, incendiary, or poison gas bomb or grenade.
- Use, exhibition, or possession of the following, under the *Texas Penal Code:*
  - A firearm;
  - A location-restricted knife, such as a knife with a blade over 5½ inches; a hand instrument designed to cut or stab another by being thrown including, but not limited to, a dart, stiletto, poniard, dagger, bowie knife, sword, or spear;
  - A club;
  - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. [*see* Weapons, p. C-23];
  - Possession of or conspiring to possess any explosive or improvised explosive device.
- Engaging in conduct containing the elements of the following under the *Texas Penal Code Title 5:*
  - Aggravated assault, sexual assault, or aggravated sexual assault;
  - Arson;
  - Murder, capital murder, or criminal attempt to commit murder;
  - Aggravated robbery;
  - Manslaughter;
  - Criminally negligent homicide;
  - Indecency with a child;
  - Aggravated kidnapping;

* Behavior related to an alcohol or drug offense that could be punishable as a felony;
* Retaliation against a school employee, combined with one of the above listed offenses on or off school property or at a school-sponsored or school-related activity;
* Continuous sexual abuse of young child or children.

- After being placed in a DAEP for disciplinary reasons, continuing to engage in serious misbehavior that violates the District *Student Code of Conduct;.* Serious misbehavior is defined as deliberate violent behavior that poses a direct threat to the health or safety of others; extortion, meaning the gaining of money or other property by force or threat; conduct that constitutes coercion, as defined by *Section 1.07, Penal Code*; or conduct that constitutes the offense of public lewdness under *Section 21.07* of the *Penal Code*, indecent exposure under *Section 21.08* of the *Penal Code*; criminal mischief under *Section 28.03* of the *Penal Code*; personal hazing under the *Education Code*, or harassment under *Section 42.07(a)(1)* of the *Penal Code*, of a student or district employee.

**Consequences for misbehavior Level V are as follows:**

The length of expulsion may be up to one year. Under federal law, any student who brings a firearm as defined in *18 U.S.C. Section 921*, regardless of the student's age, must be expelled from the student's regular campus for a period of a least one year, except that the Superintendent may modify the length of the expulsion.

**A student who violates the provisions of Level V *Student Code of Conduct* and is expelled will be referred to the Harris County Juvenile Court** [*see* Expulsion, p. C-29]**. The Juvenile Courts may order an expelled student or a student who commits a felony off campus to attend the JJAEP. Referral to SBISD Police Department for appropriate legal action.**

- Special education students will be referred to an ARD Committee and §504 students referred to 504 Committee;
- A student who is involved in a Level V incident and is placed in JJAEP is prohibited from attending or participating in school-sponsored or school-related activities.

# Registered Sex Offenders

### Students Required to Register as Sex Offenders

Any student who is required to register as a sex offender under *Chapter 62* of the *Code of Criminal Procedure* and who is under any form of court supervision, including probation, community supervision, or parole, shall be removed to the DAEP for at least one semester.

If a student is required to register as a sex offender under *Chapter 62* of the *Code of Criminal Procedure* and is not under any form of court supervision, the District may remove the student to the DAEP for one semester or elect to leave the student in the regular classroom. The District may not leave the student in the regular classroom if the Board's designee determines that the student's presence in the regular classroom:

- threatens the safety of other students or teachers;
- will be detrimental to the educational process; or
- is not in the best interests of the District's students.

A student or the student's parent or guardian may appeal the decision to place the student in the DAEP by requesting a conference ~~among~~ with the Board's designee, the student's parent or guardian, and the student. The conference is limited to the factual question of whether the student is required to register as a sex offender under *Chapter 62* of the *Code of Criminal Procedure*. If the Board's designee determines at the conclusion of the conference that the student is required to register as a sex offender under *Chapter 62* of the *Code of Criminal Procedure*, the student shall be placed in the DAEP. The decision of the Board's designee is final and may not be appealed.

### Review Procedures for Registered Sex Offenders

1. At the end of the first semester of a student's placement in the DAEP, the Board's designee shall convene a committee to review the student's continued placement in the DAEP. The committee must be composed of:
   - a classroom teacher from the campus to which the student would be assigned were the student not placed in the DAEP;

- the student's parole or probation officer or, in the case of a student who does not have a parole or probation officer, a representative of the local juvenile probation department;
- an instructor from the DAEP to which the student is assigned;
- a school district designee; and
- a counselor employed by the school district.

2. The committee by majority vote shall determine and recommend to the Board's designee whether the student should be returned to the regular classroom or remain in the DAEP.
3. If the committee recommends that the student be returned to the regular classroom, the Board's designee shall return the student to the regular classroom unless the Board's designee determines that the student's presence in the regular classroom:
   - threatens the safety of other students or teachers;
   - will be detrimental to the educational process; or
   - is not in the best interests of the District's students.
4. If the committee recommends that the student remain in the DAEP, the Board's designee shall continue the student's placement in the DAEP unless the Board's designee determines that the student's presence in the regular classroom:
   - does not threaten the safety of other students or teachers;
   - will not be detrimental to the educational process; and
   - is not contrary to the best interests of the district's students.
5. If, after receiving the committee's recommendation, the Board's designee determines that the student should remain in the DAEP, the Board's designee shall before the beginning of each school year convene the review committee described above to review the student's placement in the DAEP.
6. ~~The placement of any student who is a registered sex offender and is also a student with a disability who receives special education services must be made in compliance with the *Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq*.~~ The placement of any student, who is a registered sex offender with a disability and receives special education services, must be made in compliance with the *Individuals with Disabilities Education Act, 20 U.S.S.G.* The review of the student's placement as described above shall be conducted by the student's Admission, Review, and Dismissal ("ARD") Committee, although the ARD Committee may request that the Board's designee convene a regular review committee to assist the ARD Committee in conducting the review.
7. If a student who has been placed in a DAEP or a JJAEP as a registered sex offender transfers to the District during the student's mandatory placement, the Board's designee will convene a review committee as described above to determine the student's appropriate placement.

   The committee may recommend:
   - that the student be assigned to the DAEP for the remainder of the time unserved in the student's previous district, plus an additional semester, without conducting any additional review of the student's placement between semesters;
   - that the student be assigned to the DAEP for the remainder of the time unserved in the student's previous district; or
   - that the student be placed in the regular classroom.

   The Board's designee shall not allow the student to return to the regular classroom if the designee determines that the student's presence in the regular classroom:
   - threatens the safety of other students or teachers;
   - will be detrimental to the educational process; or
   - is not in the best interests of the District's students.

## Discipline for Students with Disabilities

Disciplinary actions regarding special education and Section 504 eligible students shall be in accordance with the student's ~~individual~~ service plan subject to the requirements of state and federal law, including, but not limited to,

appropriate manifestation determinations. Information regarding the applicable procedures may be obtained from a campus administrator or the District special education department.

# Definitions and Explanations of Student Violations

The following provisions delineate actions or activities that the District considers violations of the expectations of student conduct. Students in violation of the *Student Code of Conduct* will be subject to disciplinary action. The behaviors described are representative of the most frequent types of offenses and are **not** to be considered all inclusive.

Other misconduct not specified in this *Student Code of Conduct* may be dealt with by any appropriate discipline management technique(s) or assignment to the Disciplinary Alternative Education Program, depending upon the nature of the misconduct.

For purposes of the *Code*, a student who is apprehended in the process of committing an act which would constitute an offense under the *Code* if completed shall be considered to have committed the offense, whether or not all elements of the offense had been completed before apprehension. A student who endeavors to commit an act, which is an offense under the *Code,* and is unsuccessful for reasons other than apprehension, e.g., an attempt to enter another student's locker to steal which is unsuccessful because of inability to accomplish entry, shall be considered to have committed the offense of attempting to commit the act, e.g., attempted theft or robbery. Offenses of attempt may be punishable in the same manner as the offense which was attempted.

## Assault (Level IV Offense)

Students are prohibited from assaulting anyone on school property, within 300 feet of school property, at any school-related event, in a situation which is school-related, or in any way which is detrimental to the educational process.

An assault as defined by *Section 22.01(a), Penal Code*:

(a) A person commits an offense if the person:

(1) Intentionally, knowingly, or recklessly causes bodily injury to another, including the person's spouse;

(2) Intentionally or knowingly threatens another with imminent bodily injury including the person's spouse; or

(3) Intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

## Bullying (Level II–IV Offense)

Bullying is defined in *Section 37.0832* of the *Education Code* as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic methods, or physical conduct that:

1 Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

2 Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

~~3 Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent;~~

~~4~~ 3 Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

~~5~~ 4 Infringes on the rights of the victim at school.

5 Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communications device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

6 Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

~~Bullying includes cyberbullying (*see below*). This state law on bullying prevention applies to:~~

~~1 Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;~~

~~2 Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and~~

~~3 Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.~~

~~This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.~~

~~Bullying is prohibited by the District and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."~~

~~Cyberbullying expands District jurisdiction for off campus cyberbullying such as:~~

- ~~Engaging in bullying that encourages a student to commit or attempt to commit suicide;~~
- ~~Inciting violence against a student through group bullying;~~
- ~~Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.~~

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. Procedures for reporting allegations of bullying may be

found on the district's website. A student may anonymously report an alleged incident of bullying. The administration will investigate any allegations of bullying ~~or other~~ and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The District will also contact the parents of the victim and of the student who was found to have engaged in the bullying by the third business day after an alleged incident of bullying has been reported. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the District. The parent of a student who has been determined by the District to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the District.

A copy of the District's policy is available in the principal's office, superintendent's office, and on the District's web site. Board Policy FFI (LOCAL).

A student or parent who is dissatisfied with the outcome of an investigation may appeal through Board Policy FNG (LOCAL).

Bullying also includes any form of harassment or the making of hit list. Hit list is defined as a list of people targeted to be harmed using a firearm as defined by *Section 46.01(3), Penal Code*; a knife as defined by *Section 46.01(7), Penal Code*; or any other object to be used with intent to cause bodily harm.

Harassment is defined as threatening to cause harm or intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

The penalty under this section could range from Level II to Level IV. The level will depend upon the specific actions of the student as well as the overall effect on the school.

## Cheating (Level II/III Offense)

Cheating shall be defined as giving or receiving information or help on a test, possession of any unauthorized material during a test, copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment, submitting duplicate work, or having someone else complete an assignment on behalf of the student. Plagiarism, the use of another's ideas or products as one's own, is also defined as cheating. The penalty for cheating will be a zero for work involved and the student will be subject to appropriate disciplinary action in cheating offenses. All students involved will be subject to disciplinary action.

## Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Board Policy FFH (LOCAL)

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

## Disruption of Classes or School Activities (Level III/IV Offense)

For purposes of the *Code*, "school property" includes the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities; and "public property" includes any street, highway, alley, public park, or sidewalk not owned by the District.

No student shall be permitted on school property or on public property within 500 feet of school property to disrupt willfully, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts classes or other school activities includes the following actions:

- Emissions, by any means, of noise of an intensity that prevents or hinders instruction;
- Enticement or attempted enticement of students away from classes or other school activities that students desire or are required to attend;
- Prevention or attempted prevention of students from attending classes or other school activities that students desire or are required to attend;
- Admission to an educational activity or area without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language, causing disruption of class activities;
- Threats against District property including but not limited to fire, arson, or bombing.

Conduct by a student or students, either in or out of class, that for any reason—whether because of time, place, or manner of behavior—materially disrupts classwork or school activities or involves substantial disorder or invasion of the rights of other students, officials, guests, participants, or employees at school or school-related activities is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption on, or material interference with, normal school operations or approved school activities.

Virtual/remote/distance learning by students will follow the same learning and behavioral expectations as in a traditional classroom. Should a student violate technology expectations or input inappropriate content, the student and his/her parent will be contacted. Depending on the infraction, any violation regarding misuse of technology or content, may lead to the student forfeiting his/her ability to utilize virtual learning and incur discipline consequences in accordance with the *Student Code of Conduct* (see Board Policy CQ and SBISD acceptable use policy for electronic services for students). Any inappropriate behavior will follow the Student Code of Conduct.

## Disruption of Lawful Assembly (Level IV Offense)

No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or on District property.

Disruptive activity means:

- Obstructing or restraining the passage of any person in an exit, entrance, or hallway of any building without the authorization of the principal or the District;
- Seizing control of any building or portion of a building for the purpose of interfering with an administrative, educational, research, or other authorized activity;
- Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the District administration, principal, or the Board;
- Disrupting by force or violence or the threat of force or violence a lawful assembly in process;
- Obstructing or restraining the passage of any person at an exit or entrance to a campus or property; or preventing or attempting to prevent, by force, violence or threat, the entrance or exit of any person to or from property or campus without authorization of the District.

A lawful assembly or school-related activity is disrupted when any person in attendance is rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.

Virtual/remote/distance learning by students will follow the same learning and behavioral expectations as in a traditional classroom. Should a student violate technology expectations or input inappropriate content, the student

and his/her parent will be contacted. Depending on the infraction, any violation regarding misuse of technology or content may lead to the student forfeiting his/her ability to utilize virtual learning and incur discipline consequences in accordance with the *Student Code of Conduct* (*see* Board Policy CQ and SBISD acceptable use policy for electronic services for students).

## Dress Code Violation (Level I Offense)

The school has a legitimate interest in requiring proper dress and personal grooming for every student. It is essential to the effectiveness of the educational process that any model of dress that tends to disrupt or distract from the proper learning environment of the school be prohibited. The student's personal dress and grooming should not lead school officials to believe that such dress and grooming will disrupt, interfere with, disturb, or detract from school activities, nor create a health or other hazard to the student's safety or the safety of others.

The District shall adopt and distribute specific standards concerning dress and personal grooming in the *Student/Parent Handbook* or supplement of each school which are consistent with general guidelines outlined by the Board.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in extracurricular activities.

## Drug/Alcohol Possession/Use (Level III-V Offense)

Possession, use, and delivery of any alcohol or drugs (real or imitation) is strictly prohibited, no matter how small the quantity. Some students believe that if the blood alcohol level is not over the criminal level, that school sanctions do not apply. This is not correct.

School discipline will be applied if any amount of drugs or alcohol is used or possessed at school, at a school-related event, or prior to coming to school or a school-related event. This includes the following:

- Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate (real or imitation);
- Any marijuana-like substances that are commonly found in K2, Spice, or any synthetic substance that produces psychoactive effects;
- Alcohol or any alcoholic beverage;
- Any abusable glue, aerosol paint, or any other chemical substance for inhalation;
- Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drug;
- Correction fluid, white out, etc.

District police may not issue Class C citations on school property, *Senate Bill 393* and *Senate Bill 114*. https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Students/documents/class_c_misd_citations_and_complaints_sept15.pdf

**"Possess"** means actual care, custody, control, or management of a prohibited substance or drug paraphernalia. A prohibited item found or observed on the student's person or in the student's locker, vehicle, clothing, or belongings will be presumed to be in the student's possession. There may be more than one person in possession of a prohibited item. As an example, a prohibited item found in a vehicle with more than one student will be presumed to be in the possession of all students present when circumstances indicate knowledge of the prohibited items and have or may exercise care, custody, control, or management of the prohibited item.

**"Use"** means smoke, ingest, imbibe, drink, or otherwise absorb. Use may be evidenced by the student's appearance, actions, speech, breath, or aroma.

**Students coming on school premises or to a school function after using alcohol or other prohibited drugs are subject to disciplinary action.**

**"Under the Influence"** means noticeable impairment of a student's faculties, but is not limited to legal intoxication.

The transmittal, sale, or attempted sale of what is represented to be any of the above listed substances is also prohibited under this rule.

The principal is responsible for determining whether a student has been using drugs or alcohol. However, a comprehensive drug screen, administered in a health facility designated by the District and within two hours of apprehension of the alleged use, may be accepted as conclusive evidence for use. Other methods of detection may be used to determine whether a student has or has not used drugs or alcohol.

A student who uses a drug authorized by a licensed physician through a prescription specifically for that student's use shall not be in violation of this rule. Prompt written notice of such usage shall be given to the principal by the student's parents. Students may not use or possess medicine—prescription or nonprescription—without complying with procedures established in the *Student/Parent Handbook.*

If a disabled student who is designated only §504 is currently using drugs or alcohol and violates the District policy on the use or possession of drugs and alcohol, the student loses the procedural protections provided by §504 and may be disciplined for the violations. [*1991 OCR Policy Memorandum on ADA Amendments to §504 OCR 1991*]

The use and possession of CBD, cannabidiol, is prohibited on campus and any district property, unless it has been medically approved by a health care provider. All documentation for medicinal use must be on file in the campus clinic. Distribution to a student must be dispensed by the campus nurse.

## Fighting

Students should do everything possible to avoid physical contact with other students. We always consider self-defense, but it is rarely justified as an acceptable excuse for fighting and is only considered in rare circumstances.

## Gangs, Fraternities, Sororities, and Secret Societies (Level II-IV Offense)

A person commits an offense if the person is as follows: a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang.

A school district board of trustees or an educator shall recommend placing in a disciplinary alternative educational program (DAEP) any student under the District's control who violates this section.

An offense under this section is a Class C misdemeanor.

In this section, a "public school fraternity, sorority, secret society, or gang" means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities.

The penalty under this section could range from Level II to Level IV. The level will depend upon the specific actions of the student as well as the overall effect on the school.

## Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the District, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any District-owned or leased property or campus playground.

## Harassment (Level III Offense)

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or

humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. *See* Board Policies FFH (LOCAL) and FFH (LEGAL).

## Hazing (Level III Offense)

Hazing includes any willful act done by a student either individually or with others, to another student for the purpose of subjecting the other student to indignity, humiliation, intimidation, physical abuse or threats of abuse, social ostracism, shame, or disgrace. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Students shall have prior written approval from the principal for any type of "initiation rites" of a school club or organization. [*see* Bullying, p. C-15]

## Insubordination (Level III/IV Offense)

Insubordination refers to, but is not limited to, any form of failure to cooperate with school personnel, failure to submit to the authority of school personnel, and the providing of false information.

## Marijuana

"Marijuana" is defined as set out in *Section 37.006(a)(2)((C)((1)* of the *Texas Education Code* and *Chapter 481* of the *Texas Health and Safety Code*, or by *21 U.S.C. Section 801* et seq.

## Misuse of Technology Resources and the Internet

Students are prohibited from possessing, sending, forwarding, posting, delivering, accessing, or displaying electronic messages or video that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, or in a virtual setting, whether the equipment used to send such messages is District-owned, borrowed or personally owned, if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the *Student Code of Conduct*, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child a ~~http://beforeyoutext.com, a state-developed~~ program that addresses the consequences of engaging in inappropriate behavior using technology.

Students sharing inappropriate photos and electronic communications with SBISD staff will be subjected to disciplinary actions outlined in the *Student Code of Conduct*. Staff members have an obligation to report any inappropriate communications they receive.

## Personal Telecommunications Devices / Electronic Devices

A student in grades PreK-12 may use a telecommunications/electronic device (smartphone) to the extent authorized by a classroom teacher or administrator for instructional purposes. Telecommunications/electronic devices shall not be used to take pictures or video at any time during the school day or on school grounds, unless authorized by the classroom teacher for instructional purposes.

A student in grades PreK-5 may use a personal telecommunications/electronic device on school grounds during non-instruction time and athletic events for other school-related activities/special events to the extent authorized by the campus administration. A student in grades 6-12 may use a personal telecommunications/electronic device on school grounds during non-instructional times or at athletic events or other school-related activities/special events. All personal telecommunications/electronic devices shall be set so that incoming calls, text messages, and the like do not emit audible sound.

When use of any personal telecommunications/electronic device is granted, the use may not in any way:

- Disrupt the educational process in the District

- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind
- Compromise or circumvent the district network and/or data security
- Students may not damage or vandalize District electronic communication systems or electronic equipment.
- Students may not use another student's District accounts.

Specifically, the use of any personal telecommunications/electronic device that may be used to take pictures, capture images or video in any locker room, bathroom, or other areas in which students dress is prohibited at all times.

A staff member who discovers a student in possession of a personal telecommunications/electronic device in violation of guidelines set forth in the *Student/Parent Handbook* shall confiscate the device and turn it over to a campus administrator by the end of the school day.

The District is not responsible for telecommunications/electronic devices brought onto campus or school-related events that become lost or stolen.

In the event that the personal telecommunications/electronic device is not retrieved by the parent by the end of the third day after it was confiscated, the campus administrator shall, in a timely manner, send a written notice to the parent/guardian of the date and time that he or she may meet with the campus administrator to retrieve the personal device and discuss the student's violation of the District's policy governing the use of personal telecommunications/electronic devices. Board Policy FNCE (LOCAL) The campus administrator shall release the personal telecommunications device to the parent/guardian after the student has completed the necessary consequence, as defined by the *Student/Parent Handbook*, which is assigned by the administration.

All personal telecommunication/electronic devices not claimed within the 30 calendar days will become the property of the District.

Any time a telecommunications/electronic device is taken up as part of an investigation, if there are possible criminal charges, the telecommunications/electronic device will be turned over to the SBISD Police Department. If the investigation involves possible illicit pictures, the names and ages of the persons depicted will be attempted to be identified. If the individuals depicted are in fact minors, and the pictures do violate Penal Statutes, the District Attorney's Office will be contacted and, if appropriate, criminal charges filed. The telecommunications/electronic device will then remain in the custody of the Police Department and the Courts. Once a telecommunications/ electronic device has been confiscated by the SBISD Police department or any other law enforcement agency, that agency will determine whether or not the telecommunications/electronic device will be returned to the parents/guardian.

## Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a District investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

## Sexual Harassment (Level III Offense)

Sexual harassment is defined as any unwanted physical, verbal, or visual sexual advances; requests for sexual favors; and other sexually-oriented conduct, which is offensive or objectionable to the recipient, including, but not limited to: epithets; derogatory or suggestive comments, slurs, or gestures; and offensive posters, cartoons, pictures, or drawings.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

The District believes that every student has the right to attend District schools and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The District considers sexual harassment of students to be serious and will consider the full range of discipline options up to and including the District's DAEP, according to the nature of the offense.

All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gestures, or any other intimidating sexual conduct, including requests for sexual favors, that the other student regards as offensive or provocative. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher; the principal or designee; or the Superintendent, who serves as the District's *Title IX* coordinator for students.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parents in a conference with the principal or designee or with the *Title IX* coordinator. The first conference with the student will be held by a person who is the same gender as the student. The conference will be scheduled and held as soon as possible within five days of the request. The complaints will be investigated by the SBISD Police Department which ordinarily will be completed within 10 school days. The student or parents will be informed if extenuating circumstances delay completion of the investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parents, the student or parents within 10 days may request a conference with the Superintendent or designee by following the procedures set out in Board Policy FFH (LOCAL). If the resolution by the Superintendent or designee is not satisfactory, the student or parents may present the complaint to the Board as provided by Board policy.

## Tobacco Possession / Use (Level III Offense)

Smoking or vaping is not allowed on any SBISD premises or at school-related functions.

Students shall not possess the following related tobacco products and/or smoking paraphernalia, including but not limited to cigarettes, e-cigarettes, cigars, pipes, snuff, or chewing tobacco, smokeless tobacco, vape pens, vape liquids (whether or not they contain tobacco products), or Juul vaporizers. District police may not issue Class C citations on school property, *Senate Bill 393* and *Senate Bill 114*. https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Students/documents/class_c_misd_citations_and_complaints_sept15.pdf

## Unauthorized Distribution of Publications (Level III Offense)

Distribution of written material by students may be restricted pursuant to the following guidelines:

- Distribution may be limited in order to prevent material and substantial interference with the normal school operations in circumstances where there is evidence that disruption will likely result directly from the distribution.
- Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
- Content of material to be distributed shall conform to the following:
    * Drug-, sex-, or alcohol-related materials that are inappropriate for the age and maturity of the person likely to receive the material or that endorse actions harmful to the health and safety of students shall not be distributed;
    * Libelous, scandalous, obscene, or defamatory materials shall be prohibited from distribution and/or viewing on the Internet;
    * Publications that criticize Board members or school officials or advocate violations of the *Code* or campus rules may be prohibited when there is evidence that reasonably supports a forecast that material and substantial disruption of normal school operations will result from the publication;
    * Hate literature that scrupulously attacks ethnic, religious, racial, or other groups and similar irresponsible publications aimed at creating hostility and violence shall be banned. Only literature that

could reasonably support a forecast of material and substantial disruption of normal school operations is affected by this restriction.

All school publications and other written material intended for distribution to students on school or District property or at school-sponsored activities shall be submitted for review before distribution according to the guidelines set out above and according to the following procedures:

- Material shall be submitted to the principal or designee for review;
- The principal or designee shall approve or disapprove submitted material within two working days of the time the material is received;
- The student may appeal disapproval to the Superintendent or designee. Board Policy FNG (LOCAL)

## Unexcused Tardiness—*Secondary Only* (Level I Offense)

For the purpose of the *Code*, unexcused tardiness is defined as arriving to class without an acceptable excuse or admit after the tardy bell has rung, but before more than fifteen (15) minutes of the class have expired. Further, for purposes of the *Code*, unexcused arrival at a class after more than fifteen (15) minutes have expired shall be regarded as an unexcused absence. A teacher shall be entitled to impose appropriate sanctions under the teacher's classroom discipline plan, including denial of academic credit for the day's class if a grade was taken for all other members of the class. In addition, the student will be subject to disciplinary action.

## Vandalism (Level III Offense)

Students shall not vandalize nor otherwise damage or deface school property including, but not limited to, grounds, furniture, equipment, including digital equipment, or vehicles, or the property of others located on school property or used for school purposes or at school-sponsored events. Parents or guardians of students who damage property will be liable for damages in accordance with the law.

## Weapons (Level V Offense)

No student shall possess, use, exhibit, or transmit on school or District property or in vehicles provided by the school or District or authorized and utilized for school- or District-related purposes or at school-related activities, any firearm, explosive device, location-restricted knife, or other weapon, unless pursuant to written regulations or written authorization of the District. Students shall not threaten to possess, use, exhibit, or transmit any such device or weapon. This rule is not intended to apply, in the usual case, to school supplies such as pencils, pens, compasses, and the like, unless used or exhibited in a menacing or threatening manner.

If any student possesses, uses, exhibits, or transmits a prohibited device or weapon off school property, and it reasonably appears that the student intended the device or weapon to be taken to or used for injury on District property, including vehicles or facilities for school-related activities, the student will be considered to be in violation of this policy if the conduct is detrimental to or disruptive of the educational process.

Weapons include, but are not limited to, the following:

- Clubs, night sticks, batons, sticks, or items whose use or intentional use may cause harm to another;
- Razors or other sharp cutting devices;
- Metallic knuckles;
- Chains;
- Location-restricted knives;
- Firearms;
- Explosive devices, items, or things, including ammunition;
- Any other object either used in a way that threatens or functions to inflict bodily injury on another person.

The possession or use of articles not generally considered weapons may be prohibited when, in the principal's judgment, a reasonable danger exists to the student in possession, other students, school guests, staff, or school property by virtue of such possession or use.

# Definitions and Explanations of Disciplinary Consequences

## Parent-Teacher Conferences

Each teacher is assigned one class period per day to be used for parent conferences as well as planning and preparing for classwork. Parents are encouraged to call the school for an appointment relative to any phase of the student's progress.

~~A teacher or other school employee shall conduct a conference with a student's parent(s) when a student is removed to a DAEP or when a teacher recommends removal from the class. When such conference is required, a teacher or other school employee may also conduct a second conference as a follow-up within the same school year.~~

Teachers or other school employees may request a conference with a student's parent(s) whenever there has been a minor offense or whenever the teacher or employee perceives the need for parental cooperation in enforcing the ~~*Code*~~ Student Code of Conduct.

The teacher or school employee convening a required conference shall attempt to conduct the conference by personal attendance, but if this method is impractical, the conference may be conducted by telephone. If attempts to conduct a required conference by either of these methods are unsuccessful, the conference may be conducted by correspondence directed to the parent at the parent's current address, as reflected on the school's records. Teachers or other school employees involved shall document their efforts to schedule and conduct required parental conferences.

~~Teachers or other school employees may request a conference with a student's parent(s) whenever there has been a minor offense or whenever the teacher or employee perceives the need for parental cooperation in enforcing the *Code*.~~

## Detention (Level I/II Offense)

For minor infractions of the *Code* (Level I or II) or other policies and regulations, students may be assigned detention before or after school hours or on a Saturday. Before assigning students to detention, the teacher or principal shall inform the student of the conduct that allegedly constitutes the violation and the student shall be given an opportunity to explain his/her version of the incident.

The student's parents or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention. The decision of the principal is final.

## In-School Suspension (ISS)

ISS is a disciplinary consequence in which a student is suspended from classes yet remains on campus. The student will be assigned to a specified supervised classroom for the school day and will be separated from all students not assigned to ISS. Though isolated from the regular school setting, students assigned to ISS are expected to study and complete assignments (including quizzes, tests, and projects) during their time in ISS. All students placed in ISS will receive at least one option for receiving the course work that does not require the use of the Internet, *HB3012*. Students assigned to ISS are not eligible to attend or participate in any school activities until the day following the last day of the assignment. The decision of the principal is final.

## Alcohol and Marijuana Intervention Program*

The district will provide an **alcohol and marijuana first offense program** for students. The program will include campus consequences (ISS and OSS) and an alcohol and marijuana intervention program led by a district support counselor.

For alcohol and marijuana first offense incidents, behaviors will be supported by the below management techniques appropriate for the student, the school environment, and the situation:

- A maximum of five days of suspension (two days of OSS and three days of ISS), and
- Participation in a district-sponsored intervention program.

If students do not successfully complete the alcohol and marijuana intervention program, then a 45-day DAEP assignment will be administered.

Students are eligible to participate in the first marijuana offense program only as follows:

- Students are only eligible if they possess, use, or are under the influence of marijuana, in violation of *Section 37.006(a)(2)((C)((1)* of the *Texas Education Code*. Students are NOT eligible for the first marijuana offense program if they are accused of selling, giving, or delivering marijuana, in violation of *Section 37.006(a)(2)((C)((1)* of the *Texas Education Code*.
- Students accused of possessing marijuana are only eligible if the amount of marijuana possessed would be punishable as a misdemeanor (i.e. 4 ounces or less) under the *Texas Health and Safety Code* and/or *Penal Code*.

**Participation in the program is for first offense incidents with alcohol or marijuana.*

## Out-of-School Suspension

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law. All students placed in out-of-school suspension will receive at least one option for receiving the course work that does not require the use of the Internet, *HB3012*.

A student in grade 2 or below shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in *Penal Code Section 46.02* or *46.05*;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the *Penal Code*; or
- Selling giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

A homeless student who is homeless cannot be placed in out-of-school suspension unless the student engages in conduct described in *TEC 37.005, HB692*.

The district shall use a positive behavior program as a disciplinary alternative for students in grade 2 or below who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

The principal or other appropriate administrator may suspend (from school) a student in grades 3-12 who engages in conduct identified in the *Student Code of Conduct* as conduct for which a student may be suspended. An out-of-school suspension may not exceed three consecutive school days. Students assigned to out-of-school suspension are not eligible to attend or participate in any school activities, nor permitted on school grounds, until the day following the last day of the assignment. Out-of-school suspensions are considered excused absences. The District shall not use out-of-school suspension for students below grade 3 unless the student engages in conduct that is alcohol or drug-related or that contains the elements of certain weapons offenses or certain violent offenses under the *Penal Code*. The decision of the principal is final.

## Referral to Elementary Student Support Program (ESSP)—*Elementary Students*

Spring Branch ISD shall provide an ESSP that:

- Is provided in a setting other than a student's regular classroom;
- Is located on or off a regular school campus and will be decided by the District;
- An individualized schedule will be provided for students who are assigned to the ESSP in order to meet their academic, social, and emotional needs;
- Focuses on English language arts, mathematics, science, history, and self-discipline;
- Provides for students' educational and behavioral needs;

- Provides appropriate learning resources for classroom instruction;
- Provides supervision and counseling; employs only teachers who meet all certification requirements;
- Provides not less than the minimum amount of instructional time per day; and
- Parents must provide transportation to and from ESSP even if the ESSP location is on the student's home campus.

After the parent conference, if the consequence is to place the student at the ESSP, an academic conference and transition plan to ESSP is required. The appropriate administrator shall complete the ESSP referral, and a copy shall be sent to the student's parent/guardian. The appropriate administrator is to submit the complete referral to central office for review and placement approval. Upon approval, the home school will notify the parent/guardian of the earliest possible orientation session at ESSP.

Refer to DAEP procedures for the appellate process.

## Disciplinary Alternative Educational Programs (DAEP)

Each school district shall provide a DAEP that:

- Is provided in a setting other than a student's regular classroom;
- Is located on or off a regular school campus;
- Provides for the students who are assigned to the DAEP to be separated from students who are not assigned to the program;
- Focuses on English language arts, mathematics, science, history, and self-discipline;
- Provides for students' educational and behavioral needs;
- Provides appropriate learning resources for classroom instruction;
- Provides supervision and counseling; employs only teachers who meet all certification requirements; and
- Provides not less than the minimum amount of instructional time per day.

A DAEP placement may provide for a student's transfer to:

- A different campus (District DAEP, Highpoint);
- A school-community guidance center;
- A community-based alternative school.

An off-campus DAEP is not subject to a requirement imposed by this title, other than limitations on liability or a reporting requirement.

Each school district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP.

A student removed to a DAEP is counted in computing the average daily attendance of students in the district for the student's time in actual attendance in the program.

A school district shall allocate to a DAEP the same allowable expenditure per student attending the DAEP, including federal, state, and local funds that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program.

A school district may not place a student, other than a student suspended or expelled, in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP.

If a student placed in a DAEP enrolls in another school district before the expiration of the period of placement, the board of trustees of the district requiring the placement shall provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order. The district in which the student enrolls may continue the DAEP placement under the terms of the order.

If this is the student's first level IV-V discipline offense, a program of educational and support services may be provided to a student and the student's parents/guardians when the violation of the *Student Code of Conduct* relates to a first offense involving marijuana or alcohol. A student will be offered a maximum of five total days of consequences, ISS and OSS, and participation in the district-sponsored intervention program. Failure to

successfully complete the district-sponsored intervention program will result in a mandatory placement to the DAEP. All alcohol/marijuana offenses after the first one will result in a recommendation to the DAEP.

If this is a student's first marijuana offense, a program of educational and support services may be provided to a student and the student's parents/guardians when the violation of the *Student Code of Conduct* relates to a first offense involving marijuana. A student will be offered five total days of campus consequences and a district-sponsored intervention program. The district will provide the student with a substance use program. Failure to successfully complete the district-sponsored program will result in a mandatory placement to the DAEP. All drug offenses after the first one will result in a recommendation to the DAEP.

## Disciplinary Alternative Educational Program Placement

A student who has committed a Level III, IV, or V offense as defined in the *Student Code of Conduct* shall be considered to have engaged in serious or persistent misbehavior that threatens to impair the educational efficiency of the school and shall be suspended from school or placed in in-school suspension, removed to DAEP, or expelled.

### Process

Not later than the third class day after the day on which a student is removed from class or by the appropriate administrator, the campus administrator shall schedule a conference among the principal or the principal's designee, parents or guardians of the student, the teacher removing the student from class, and the student. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the principal shall order the placement of the student for a period consistent with the *Student Code of Conduct*.

### Consideration of Mitigating Factors

According to *TEC 37.007*, in deciding whether to place a student in DAEP, regardless of whether the action is mandatory or discretionary, the appropriate administrator shall take into consideration:

1. Self-defense,
2. Intent or lack of intent at the time the student engaged in the conduct,
3. A student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

### Referral to DAEP

After the parent conference, if the consequence is to place the student at the DAEP, an academic conference is required. The appropriate administrator shall complete the DAEP referral, and a copy shall be sent to the student and the student's parent. The appropriate administrator is to submit the complete referral to central office for review and placement approval. Upon approval, the home school will notify the student and parent/guardian of the earliest possible orientation session at the DAEP.

### Academic Conference

If the decision is to remove a student to the DAEP, the student and parent/guardian shall meet with the appropriate school counselor or principal designee for an academic conference. The counselor will review the student's current class schedule and grades, as well as the student's graduation plan and transcript. If the parent/guardian is unable to attend, the academic conference form is to be completed and provided to the parent/guardian with a copy of the DAEP referral. The parent/guardian of a student placed in DAEP shall be given written notice of the student's schedule while attending the DAEP. Home campus and DAEP staff are to coordinate for specialized classes. The notice shall include information regarding all methods available for completing coursework.

### Length of Placement

The duration of a student's placement in the DAEP is 45 days. Student progress is reviewed at regular intervals and students may be eligible to exit the DAEP program early. If a student returns to DAEP for a second placement in the same school year, the student is not eligible to exit early.

According to *TEC 37.0082*, the district shall administer the required pre- and post-assessments for students

assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

According to *TEC 37.023*, the campus administrator shall coordinate a personalized transition plan for a student released from DAEP, Highpoint, JJAEP, or a juvenile detention center. The campus administrator must include assistance from the school counselor, school district police officer, campus administrator, and classroom teachers.

### Restrictions during Placement

State law prohibits students placed in a DAEP for reasons listed in *TEC 37.006* from attending or participating in school-sponsored or school-related extracurricular or co-curricular activities during the period of placement. In the UIL & TEA Side-by-Side, the TEA prohibits students from participating in a school-sponsored or school-related activity when a student is assigned to a disciplinary alternative education program. https://www.uiltexas.org/files/policy/TEA_UIL_Side_by_Side_19-20.pdf

If there is an extenuating circumstance that requires a student assigned to the DAEP to return to his/her home campus for a specific school event, the decision to allow the student access will be at the discretion and approval of the home campus building principal.

### End of Year Options

Students in grades 6-11 and non-graduating seniors who have not completed their assignment when the school year ends will be required to finish their assignment in either the District DAEP summer program or in the District DAEP when classes resume in the fall. Graduating seniors at DAEP who have completed their academic requirements when the school year ends will be allowed to participate in their school's graduation ceremony.

### Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in another district. A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If a student placed in a DAEP attempts to enroll in another district before the DAEP period is concluded, the DAEP placement order is to be sent to the receiving district at the time other records are provided. The receiving district may continue the DAEP placement for the remainder of the term.

## Emergency Placement or Expulsion

This subchapter does not prevent the principal or the principal's designee from ordering the immediate placement of a student in the DAEP if the principal or the principal's designee reasonably believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

This subchapter does not prevent the principal or the principal's designee from ordering the immediate expulsion of a student if the principal or the principal's designee reasonably believes that action is necessary to protect persons or property from imminent harm.

At the time of an emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement or expulsion, the student shall be accorded the appropriate due process. If the student subject to the emergency placement or expulsion is a student with disabilities who receives special education services, the term of the student's emergency placement or expulsion is subject to the requirements of *20 U.S.C. Section 1415(k)(1)* and *7 CFR 300.530.*

A principal or designee is not liable in civil damages for an emergency placement under this section.

## Expulsion (Level V Offense)

A student may be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.

- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under *Penal Code 22.01(a)(1)* in retaliation against a school employee or volunteer.

A student who has violated Level V of the *Code* may be expelled. The Board's designee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution and which the student's parent or guardian is invited, in writing, to attend.

If the Superintendent or designee determines that a student, after being placed in the District's DAEP, continues to exhibit unacceptable conduct to the extent that keeping the student in the program or the school would seriously impair the ability of the program or the school to provide effective education to other students and that no further reasonable efforts to provide for the continuing education of the student can be made, the student may be expelled and sent to Highpoint or JJAEP. Students who have been expelled from school are not eligible to attend or participate in any school activities until the day following the last day of the assignment.

Any student who has been expelled from another school district in Texas or another state will have that expulsion continued upon enrollment in SBISD until the expulsion period has been completed.

If a student withdraws from the District before the expulsion order is entered, the principal or Board, as appropriate, may complete the proceedings and enter the order. If the student later seeks to re-enroll that year or in a subsequent year, the District may enforce the expulsion order except for any period of expulsion that has been served by the student upon enrollment in another district that honored the expulsion order.

The period of an expulsion may not exceed one year unless, after a review, the District determines that:

1 The student is a threat to the safety of other students or to District employees; or

2 Extended placement is in the best interest of the student. After the District notifies the parents or guardians of a student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.

## Scholastic Penalties

A student removed by school officials from regular classes pursuant to this *Plan* for any reason other than expulsion will receive an excused absence and will be expected to complete any coursework assigned within a time designated by the teacher. No academic penalty will be assessed based solely on the disciplinary infraction.

Pending an appeal of an expulsion to the Board, students will be allowed to remain current on all coursework. However, if the appeal is denied, the student will not receive credit for that work. Students who are expelled will not receive credit for work missed during expulsion.

## Temporary Removals for Other Reasons

A student may be removed from regular classes or District premises for non-disciplinary reasons when the principal determines there is a compelling reason for doing so. Reasons which may be considered compelling include but are not limited to the following:

- Being highly agitated;
- Suffering from any other condition that temporarily threatens the student's welfare, the welfare of others, or the efficient operation of the school.

Any student who is removed from school for a reason shown above and is in a condition that threatens his/her own welfare or the welfare of others shall be released to the parents, the parents' representative, or proper authority including, but not limited to, law enforcement officers and medical personnel.

A student who is removed from regular classes or school premises pending any hearing required by law shall be removed for as short a time as is reasonable under the circumstances.

Before removing a student from school premises for any of the foregoing reasons, the student shall be informed of the reason for the removal and have an opportunity to state any objections to such action.

The District shall make reasonable efforts to notify the parents prior to removing a student from school premises. If the parents cannot be notified prior to removal, the parents shall be notified of the removal and the reason as

soon as possible. Students who have been temporarily removed from regular classes or District premises are not eligible to attend or participate in any school activities until the day following the last day of the assignment.

# Appeals and Hearings

## Appeals of Placement to the Off-Campus Discipline Centers

The decision of the campus administrator in proceedings for removal of a student to an off-campus discipline center may be appealed to a District panel. A student, parent, guardian, or representative desiring to appeal a decision of the campus administrator to the District panel shall give written notice of the appeal to such officials within three school days after the decision of the campus administrator is communicated to the parents, guardian, or representative. Failure to give timely notice of appeal shall constitute a waiver of the student's right to appeal. There are two levels of appeal:

1. **Campus Level:** To the building principal.
2. **District Level:** If the student, parent, guardian, or representative desires to appeal the building principal's decision, then the Superintendent or designee may convene a panel of administrators from other campuses to hear the appeal and provide impartial input. After hearing and reviewing all information pertaining to the incident, the panel issues the District level's decision, which is final. There shall be no appeal of the District level decision.

During the pendency of an appeal of a placement to an off-campus discipline center, the student may not be denied the privileges of the home campus unless the home campus principal determines that the student's continued presence on campus presents a continuing danger of physical harm to the student or other individuals. In the event of such a determination, the student shall be suspended for a maximum of three days.

All decisions on appeal shall be made on the basis of the evidence received at the campus level appeal. Decisions on appeal shall be announced as soon as possible and shall be communicated in writing to the student's parents, guardian, or representative.

## Appeals of Expulsions

The decision of the Superintendent or designee in proceedings for expulsion of a student may be appealed to the Board.

The parents, guardian, or representative of a student desiring to appeal to the Board the decision of the Superintendent or designee in an expulsion proceeding shall give written notice of appeal to the Superintendent within three school days after the date the decision which is under appeal is communicated to parents, guardian, or representative. Failure to give timely notice of appeal or to prosecute such appeal in a reasonable time shall constitute a waiver of the student's right to appeal.

Any notice of appeal shall contain the student's name, the date of issuance of the decision under appeal, the name of the official whose decision is under appeal, the aspects of the decision which the student wishes to appeal, and the grounds for such appeal. Promptly following receipt of timely notice of appeal, the Superintendent or designee, as the case may be, shall notify the student's parents, guardian, or representative, usually in writing, of the date, time, and place at which the appeal will be heard.

During the pendency of an appeal in an expulsion proceeding, a student will be denied the privileges of the home campus unless the Superintendent or designee determines otherwise. However, the student will not be charged with unexcused absences during the pendency of the appeal and will be allowed to remain current on all coursework, provided, however, in the case of expulsion, that if the appeal is denied, credit will not be given for any coursework performed during pendency of the appeal unless the decision on appeal provides that such credit shall be given.

Appellate hearings shall be limited to the matters and issues set forth in the student's notice of appeal and shall generally be conducted on the basis of the testimony given and evidence introduced during the initial hearing, unless the District official or appellate body determines that it is in the interest of the educational process to permit introduction of new or additional matters during the appeal. The student shall be entitled to representation in any appeal by an adult of the student's or parent's choice. Appellate hearings before the Board will be heard before a quorum of the Board members.

All decisions on appeal shall be made on the basis of the evidence received at the appellate hearing. Decisions on appeal shall be announced as soon as possible after the conclusion of the appellate hearing and shall be communicated in writing to the student's parents, guardian, or representative. Decisions on appeals from expulsion hearings shall be in writing. The decision of a majority of the Board members hearing an appeal shall constitute the decision of the Board in an appeal.

A decision of the Board on appeal shall become final unless the student is entitled to timely appeal under applicable federal or state law.

A student who appeals a decision of the Board shall give the Board notice of such appeal by delivering a copy of the document by which such appeal is perfected to the Superintendent. During the pendency of such a further appeal in an expulsion proceeding, the student shall be expelled pending further appeals and no educational services shall be provided.

## Conference / Hearing / Review

If a student's placement in a DAEP is to extend beyond the end of the semester, a student's parents or guardian are entitled to notice of and an opportunity to participate in a proceeding before the Board's designee, as provided by District Board policy. Any decision of the Board's designee under this subsection is final and may not be appealed.

Before it may place a student in a DAEP for a period that extends beyond the end of the school year, the Board's designee must determine that:

- The student's presence in the regular classroom program presents a danger of physical harm to the student or to another individual; or
- The student has engaged in serious or persistent misbehavior that violates the District's *Student Code of Conduct*.

The Board's designee (principal) shall set a term for a student's placement in a DAEP.

A student placed in a DAEP shall be provided a review of the student's status by the Board's designee at intervals not to exceed 120 days. At the review, the student or the student's parents or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent.

Before a student may be expelled, the Board or the Board's designee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal Constitution and which the student's parents or guardian is invited, in writing, to attend. At the hearing, the student may be represented by the student's parents or guardian or another adult who can provide guidance to the student and who is not an employee of the District. If the decision to expel a student is made by the Board's designee, the decision may be appealed to the Board. The decision of the Board may be appealed by *trial de novo* to a district court of the county in which the school district's central administrative office is located.

The Board or the Board's designee shall deliver to the student and the student's parents or guardian a copy of the order placing the student in a DAEP or expelling the student.

After the District notifies the parents or guardian that the student has been expelled, the parents or guardian shall provide adequate supervision of the student during the period of expulsion.

# Miscellaneous Provisions

## Audio-Visual Taping and Video Surveillance

Texas law allows school personnel to utilize video/audio taping to record activities related to instruction, curricular or extracurricular activities, or safety purposes. Video/audio tapes that are created and maintained by anyone at the District other than the SBISD Police Department or a SBISD Police Department employee will not be used for any other purpose other than those listed above without signed parental consent (or consent of the student if the student is age 18 or older).

Video surveillance equipment that monitors District common areas and buses is maintained by the SBISD Police Department. All video surveillance recordings are created by the SBISD Police Department for the purpose of law enforcement and safety, and are maintained by the SBISD Police Department. Video surveillance recordings created and maintained by the SBISD Police Department may also be used by District officials to view certain recorded events and to determine appropriate action to take in response to such events.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the District to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the District places a video camera in a classroom or other setting in which a child receives special education services, the District will provide notice to parents. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

## Commencement Exercises

A graduating senior assigned to DAEP who has completed all academic requirements when the school year ends and who would otherwise participate in the graduation ceremony at the student's home campus may not be allowed to participate if the student's participation presents a risk of physical injury to self or others. The decision will be made by the principal of the home campus in consultation with the principal's supervisor and central administration.

A graduating senior expelled to the JJAEP, or placed at Highpoint, who completes all academic requirements for graduation by the end of the school year may not participate in the graduation ceremony at the student's home campus if the period of expulsion to the JJAEP, or placement at Highpoint, has not been completed when the school year ends.

If a graduating senior expelled to the JJAEP, or placed at Highpoint, has completed all academic requirements for graduation and has completed all days of the expulsion to the JJAEP, or placement at Highpoint, by the last instructional day of the school year, the student's participation in the graduation ceremony at the student's home campus will be decided by the principal of the student's home campus in consultation with the principal's supervisor and central administration based on a determination whether the student's presence at the graduation ceremony presents a risk of physical harm to self or others.

## SBISD Police Department

The mission of the SBISD Police Department is to maintain social order at all SBISD facilities and properties within carefully prescribed policy and ethical, statutory, and constitutional restrictions. The District police officers are licensed state peace officers who are vested with all the powers, privileges, and immunities of peace officers while the officers are performing their duties as defined by Board policies. The SBISD Police Department operates 24 hours a day, seven days a week. They are located at 9009 Ruland and can be reached by telephone by calling 713-984-9805.

## Unauthorized Persons

In accordance with *Education Code 37.105*, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1 The person poses a substantial risk of harm to any person; or

2 The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be files in accordance with Board Policy FNG (LOCAL) or GF (LOCAL), as appropriate.

## Interrogations and Searches

School officials may search a student or a student's property when there are reasonable grounds for suspecting that the search will discover evidence that the student has violated or is violating either the law or the *Code*. Vehicles are also subject to search.

Areas such as lockers, which are owned and jointly controlled by the District, may also be searched. Students shall not place, keep, or maintain any article or material in school-owned lockers that is forbidden by District policy or that would lead school officials to a reasonable belief that it would cause a substantial disruption on school property or at a school-sponsored function.

The nature of any search should be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. Except in extraordinary circumstances, an adult witness should be present.

Searches may be conducted on any campus by the Drug Dog Detection Team or by SBISD Police Department's Explosive Detection Team. The search pattern may include, but not be limited to, classrooms, lockers, vehicles, gyms, and locker rooms.

## Questioning of Students

When law enforcement officers or other lawful authorities other than an SBISD Police Department Officer wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

District officials may question a student regarding the student's own conduct or the conduct of other students regarding discipline matters. Board Policy FNF (LOCAL)

## Students Taken Into Custody

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent or designee and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

## Arrested Students

If a District student at school is subject to arrest or apprehension by a law enforcement officer other than an SBISD Police Department officer, the principal shall request the following information:

- Name, badge number, or official identification of the official;
- Statement of probable cause to take the student into custody;
- Case number.

The principal shall immediately use his or her best efforts to notify the parents/guardians and the Superintendent or designee.

### Physical Restraint

Any District employee may, within the scope of the employee's duties, use and apply physical restraint to a student when the employee reasonably believes restraint is necessary to:

- Protect a person, including the person using physical restraint, from physical injury;
- Obtain possession of a weapon or other dangerous object;
- Protect property from serious damage;
- Remove from a specific location, including from a classroom or other school property, a student refusing a lawful command of a school employee;
- Restrain an irrational student;
- Follow specific procedures outlined in a behavior management plan for an identified disabled student.

# Appendix

## Rights and Responsibilities

## Rights and Responsibilities of Students

### Educational Atmosphere

- Students have the **right** to a well-balanced, appropriate educational program at all levels in elementary, middle, and senior high schools.
- Students have the **responsibility** to strive for academic growth by participating to the utmost of their abilities including being prepared for each class with appropriate materials and assignments.
- Students have the **right** to study under qualified instructors in an atmosphere free from bias, prejudice, and disruption.
- Students have the **responsibility** to contribute to the development of a positive climate, maintaining such an atmosphere by exhibiting respect toward others, conducting themselves in a responsible manner, being properly attired and groomed, and refraining from violations of the *Code* and *Plan*.
- Students have the **right** to appropriate counseling for educational problems.
- Students have the **responsibility** to seek counseling for educational problems.

### Reporting of Progress

- Students have the **right** to receive an academic grade that reflects their academic achievement.
- Students have the **responsibility** to maintain reasonable standards of academic performance commensurate with their abilities.
- Students have the **right** to be notified of unsatisfactory progress midway through each grading period while sufficient time remains to take corrective action.

- Students have the **responsibility** to make every effort to improve their performance upon receipt of the notification of unsatisfactory progress.
- Students have the **right** to receive conduct grades consistent with their behavior.
- Students have the **responsibility** to conduct themselves in each class in ways that contribute to the learning environment, including obeying all classroom and school rules.

## Attendance

- Students have the **right** to information on policies and rules that define excused absences, unexcused absences, and tardiness to school or class.
- Students have the **responsibility** to take advantage of their educational opportunities by attending all classes daily and on time.
- Students have the **right** to appeal a decision pertaining to an absence and shall not be penalized in any way for excused absences.
- Students have the **responsibility** to provide school officials with an adequate explanation with appropriate documentation indicating the reason for an absence.
- Students have the **right** to make up classwork within a specified length of time in case of all absences except truancy.
- Students have the **responsibility** to request the makeup assignments from their teachers upon their return to school and to complete this work within a specified length of time.

## Information and Privacy of Records

- Students have the **right** to be protected by legal provisions which prohibit the release of personal identifiable information to other than legally authorized persons without the consent of the parents/guardian or eligible student (over eighteen years of age). *(Texas Open Records Law* and *Federal Privacy Act of 1974)*
- Students, with such parental consent as may be required, have the **responsibility** to complete and deliver a release of information to third parties, including **release of student directory information**.
- Students have the **right** to inspect, review, and challenge the information contained in those records directly relating to the student.
- Students have the **responsibility** for providing the school any information that may be useful in appropriate educational or emergency decisions including current address/telephone information.

## First Amendment Rights

- Students have the **right** to beliefs of their own established religion.
- Students have the **responsibility** to respect the religious beliefs of others.
- Students have the **right** to express themselves and their points of view.
- Students have the **responsibility** to exercise their freedom of expression in a manner respecting the rights of others—including the right of others to disagree—avoiding interference with the orderly process of education in their school or the District and understanding that they are accountable and subject to discipline for expressions which are obscene, libelous or slanderous, or otherwise inconsistent with the norms of conduct set forth in the *Code*.
- Students have the **right** to assemble peacefully under the direction of a faculty advisor on school grounds or in school buildings in a manner which does not disrupt or interfere with the educational process or restrict the passage of persons on the school premises.
- Students have the **responsibility** to plan for, to seek approval of, and to conduct those activities which are consistent with the educational objectives of the school.
- Students have the **right** to seek membership in clubs, groups, and activities which have authorized sponsors and whose purpose conforms to those of the school.

- Students have the **responsibility** to demonstrate appropriate conduct during the school day and at school activities.

## Student Government

- Students have the **right**, under the direction of a faculty advisor, to form and operate a student government within their respective schools.
- Student government officers and representatives have the **responsibility** to be alert to the needs of the school and the concerns of the student body and to work toward responding to those needs and concerns to the best of their abilities.
- Students have the **right** to seek office in student government or any organization under the rules and procedures of that organization, regardless of race, ethnic origin, disabling condition, sex, color, creed, or political beliefs.
- Students have the **responsibility** to conduct election campaigns in a positive, mature manner with all due respect for opponents and with due regard to their general responsibilities concerning exercise of First Amendment rights.

## Search and Seizure

- Students have the **right** to privacy of their person and their personal possessions unless the principal or other school official has reasonable grounds for suspecting that the student is concealing material dangerous to the student body or prohibited by law or the policies and administrative procedures of the District.
- Students have the **responsibility** not to carry or conceal any such material that is prohibited by law, Board policies, or which would distract from the educational process. Students are responsible for the content of their lockers. Lockers remain the property of the school. Students should not expect lockers to be private, as they are subject to search at any time if reasonable grounds exist for suspecting that they contain any prohibited substance or property belonging to another. Lockers are to be kept locked. Students who permit others to use or share their lockers should bear in mind that they remain responsible for the contents of their lockers. Students shall be responsible for any prohibited item found in District property provided to the student. Board Policy FNF (LOCAL)

## Discipline

- Students have the **right**—with regard to disciplinary matters—to reasonable, fair, and patient treatment which does not violate their legal rights.
- Students have the **responsibility** to behave in a manner which does not disrupt or interfere with the educational process and to become familiar with the policies and procedures outlined in the *Student/Parent Handbook*, including established appeal procedures.
- Students have the **right** to be informed of any charges against them and to be afforded the opportunity to explain their actions prior to any decision imposing discipline.
- Students have the **responsibility** to be honest in responding to the charges against them and to cooperate with staff in investigation of disciplinary cases, including volunteering information when the student has knowledge relating to a serious offense.

## Citizenship

- Students have the **right** to enjoy the basic rights of citizenship which are recognized and protected by the laws of this country and state for persons of their age and maturity, as well as the right to the respect of classmates, teachers, and other school personnel.
- Students have the **responsibility** to respect the rights and property of classmates, teachers, other school personnel, and the District.
- Students should have the **right** of access to textbooks, library books, technology, and materials to support the curriculum.

- Students have the **responsibility** for the care and return of textbooks, library books, technology, and materials and may be charged for replacement or damage of these books and/or materials.

# Rights and Responsibilities of Parents

A cooperative relationship among parents, teachers, and principals is an essential ingredient in the success in any school. Parents have certain rights and responsibilities based on the common good as well as on legal precedent. Throughout the *Plan*, "parents" include a single parent, legal guardian, or person having lawful guardianship, or person having lawful control of the student.

***Texas Education Code Chapter 26* spells out the rights of parents and are included below. The *TEC* is maintained on the web by Texas Legislature ONLINE at www.capitol.state.tx.us/.**

- Purpose;
- Definition;
- Rights concerning academic programs;
- Access to student records;
- Access to state assessments;
- Access to teaching materials;
- Access to Board meetings;
- Right to full information concerning student;
- Consent required for certain activities;
- Exemption from instruction (temporarily from class or other school activity that conflicts with religious or moral belief);
- Complaints (grievance procedure) [*see* Board Policy FNG (LOCAL)];

## Parents/guardian have the right to:

- Expect a safe learning environment for the student;
- Expect respect for themselves and the student;
- Expect qualified teachers implementing organized instruction;
- Receive notification of student progress at regular intervals;
- Receive notification of each serious or recurring discipline problem;
- Receive notification of student's learning problem;
- Receive assistance in helping their student achieve his/her optimal potential;
- Expect a comprehensive, challenging, well-balanced, flexible curriculum, which includes the Texas Essential Knowledge and Skills;
- Expect fair and consistent discipline of the student;
- Request a transfer if your student becomes a victim of a violent criminal offense while in or on the grounds of the school your student attends [*see* Board Policies FDE (LEGAL) and FDE (LOCAL)];
- Request professional qualification of teachers and staff;
- Opt out of non-emergency, evasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the students. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law [*see* Board Policies EF and FFAA];
- Receive notice of and deny permission for your student's participation in any survey or activity that would involve the collection, disclosure, or use of personal information gathered for the purpose of marketing, selling, or otherwise disclosing that information;

- Inspect a survey created by a third party before the survey is administered or distributed to your student.

## Parents/guardian have the responsibility to:

- Establish and maintain in the home a positive attitude toward education with appropriate expectations of student achievement;
- Make every effort to provide for the physical needs of the student;
- Ensure compliance with school attendance requirements and promptly report and explain absences and tardiness of which they have knowledge;
- Encourage and lead the student to develop proper study habits at home and provide an area in the home conducive to the student's reading and studying;
- Communicate regularly with the school concerning the student's conduct and progress, bringing to the attention of school authorities any learning problem or condition of which they have knowledge which could relate to their student's education;
- Schedule and participate in a parent-teacher conference to discuss the student's school progress and welfare as needed, but certainly when the student receives a failing grade in any academic subject or an unsatisfactory conduct grade;
- Discuss report cards and school assignments with the student;
- Ensure the student's attendance at school tutorials as required or as need arises;
- Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school;
- Keep themselves informed of school policies and academic requirements of school programs;
- Teach their student to pay attention and obey rules;
- Be legally liable for property damage caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parents to exercise that responsibility, or (b) the willful or malicious conduct of their student;
- Participate in school-related organizations and activities including the parent training workshops for home reinforcement of study skills and specific curriculum objectives;
- Ensure that the student is attired in accordance with District and campus dress code at school and school-sponsored activities;
- Follow the procedures outlined in the *Student/Parent Handbook* for authorizing the dispensing of prescription and/or non-prescription drugs to students at school;
- Complete and deliver a release of information form if they do not wish to authorize the release of personal information to third parties, including release of student directory information;
- Report to the school office and follow all check-in procedures before proceeding to any other area of the school;
- Cooperate with principal(s), teachers, and staff;
- Become familiar with the *Code* and school rules set forth in the *Student/Parent Handbook*, as confirmed by their submission at the beginning of each school year by signing a statement that they have reviewed and understand the *Student/Parent Handbook*, and have become familiar with classroom discipline plans communicated by the student's teachers.

# Rights and Responsibilities of Teachers

The classroom teacher is the key figure in organizing, facilitating, and expediting the process of learning. The teacher makes instructional decisions which should increase the probability of student learning. This role carries with it certain rights and responsibilities in order to provide effective instruction. Throughout the *Plan*, "teacher" includes all certified instructional personnel and support staff.

## Teachers have the right to:

- Teach in an environment conducive to effective instruction;
- Expect instructional resources to support the curriculum;
- Select methods to teach those elements of the curriculum area they are assigned in ways that effectively meet the intellectual, emotional, and social needs of the students;
- Expect support from the principal in maintaining positive learning environment and in helping students achieve the instructional goals of the classroom;
- Be notified by parents of any concerns or conditions that may affect the learning of the student;
- Expect the respect of parents and students;
- Expect students' cooperation, attentiveness in class, and completion of assigned academic work;
- Be notified by parents of any concerns or complaints that they may have concerning classroom conditions, rules, or instructions;
- Receive fair and unbiased evaluations by certified appraisers;
- Direct student activities in order to maintain an environment conducive to effective instruction;
- Develop, implement, and maintain an effective classroom management plan;
- Be assured of all legal rights recognized by state and federal statutes.

## Teachers have the responsibility to:

- Prepare and implement daily lesson plans with objectives appropriate to an effective instructional program for all students;
- Exhibit an attitude of respect, free from bias or prejudice, for all students and parents;
- Teach the curriculum required by the District and the State to meet or exceed the standards of performance required by the District;
- Refine and update content and materials for the assigned subject area/grade;
- Keep abreast of current research in the learning process and characteristics of learners;
- Be prepared daily to perform instructional duties effectively demonstrating appropriate preparation, assignments, and resource materials;
- Develop and implement a consistent and effective classroom discipline plan in compliance with District procedures, policies, and the *Plan*, and to inform principals, students, and parents of the content of that classroom plan. The discipline management plan for the classroom should be built on the following principles:
    * The dignity of the student should be preserved in the process;
    * A positive classroom climate which promotes academic/personal growth is based on mutual respect and trust;
    * Misbehavior should be addressed immediately, consistently, and fairly;
    * Private correction is preferable to public correction;
    * Responses to misbehavior should be immediate, but should not unduly disrupt instruction;
    * Disciplinary methods should promote a consistent, positive learning climate, including rules, consequences, and procedures for positive reinforcement;
    * Each teacher will develop a range of alternatives, including contact with the parents, that he/she will use when responding to misbehavior (*see SBISD Discipline Referral Sheet).*
- Contact parents regarding any learning or discipline problems concerning the student and encourage parent communication with the school, including participation in parent-teacher conferences;
- Notify parents of the student's progress and any significant changes in achievement and/or behavior;

- Keep the principal informed of any recurring or serious discipline problems in the classroom or on the campus;
- Assist in implementation of the plan on the campus, including initiating appropriate disciplinary procedures with students who are on campus and appear to be violating the *Code* or campus rules;
- Maintain confidentiality and professionalism when dealing with student records and sensitive communications concerning the welfare of the student;
- Serve as an appropriate role model for students in accordance with the standards of the teaching profession;
- Develop procedures to provide positive reinforcement for appropriate student behavior;
- Encourage good work habits and student self-discipline that will lead to the accomplishment of personal goals;
- Relate to and respect students;
- Contribute to appropriate and consistent discipline of students by being punctual and having regular attendance.

## Rights and Responsibilities of the Principal

The competent performance of the principal is essential in creating an environment where teachers can instruct effectively and students can learn. Throughout the *Plan*, "principal" includes all administrative personnel assigned to a campus. The principal has the following rights and responsibilities.

### The principal has the right to:

- Expect student, parent, and staff commitment to effective instruction for all students and to an educational environment conducive to the pursuit of that goal;
- Establish campus rules and procedures in order to create an environment conducive to effective instruction and learning;
- Require teachers to develop and implement effective classroom discipline management systems which are consistent with the District/campus plan including actions to handle minor disciplinary infractions and parental contact and involvement;
- Expect parental involvement and support of school efforts to maintain a safe, effective learning environment;
- Expect assistance from the District Administration when dealing with problems at the campus level;
- Expect students to participate to the best of their abilities in the instructional program and contribute to a positive educational environment.

### The principal has the responsibility to:

- Respond to discipline problems referred to the principal by teachers;
- Promote effective instruction and discipline of all students including appropriate assistance to students in learning mature self-discipline and positive suggestions for improvement of student behavior;
- Ensure that each teacher has a classroom management plan that is proactive and provides fair and impartial treatment of all students;
- Serve as an appropriate role model for the students on the campus in accordance with standards of the profession;
- Provide effective instructional leadership;
- Administer and provide leadership for discipline management and for the evaluation of the *Plan* and *Code*;
- Encourage parent communication with the school, including participation in parent-teacher conferences to discuss student progress, or lack thereof, and student conduct or misconduct;
- Endeavor to protect the rights of students, teachers, and parents;

- Establish policies and procedures that provide positive reinforcement to students whose behavior is appropriate;
- Develop and maintain a plan to provide for the safety and welfare of students, teachers, and staff;
- Develop policies and procedures to ensure that parents are notified of their student's progress and any significant changes in his/her achievement and/or behavior;
- Work diligently to establish and maintain a positive school climate which provides frequent, realistic opportunities for students, staff, and parents to participate in the identification and resolution of school-related concerns;
- Promote a cooperative working relationship among students, parents, and staff;
- Adhere to the procedures set forth in the *Plan*, *Code*, and campus/District policies;
- Work diligently to ensure an effective instructional program for all students;
- Develop and implement a campus system for discipline record-keeping and reporting procedures in compliance with the *Plan*, *Code*, and District policy.

## Responsibilities of the District Administration

Throughout the *Plan* and *Code*, "District Administration" includes all administrative personnel and support staff whose duties include responsibility for District-wide programs.

### The District Administration has the responsibility to:

- Provide comprehensive, challenging, flexible curriculum and activities directed toward meeting the needs of all students and providing the resources necessary to implement those plans;
- Implement Board policies, rules, and regulations which facilitate the establishment and maintenance of an atmosphere conducive to effective, efficient quality instruction;
- Establish and maintain a positive organizational climate at the District level which provides frequent realistic opportunities for personnel, students, and parents to participate in the identification and resolution of District-related concerns;
- Provide training in effective, efficient instructional principles and strategies for principals and teachers.

### The Board has the responsibility to:

- Provide the necessary high quality leadership personnel, equipment, and materials to assure effective instruction and optimal educational opportunities for every student;
- Enact policies, rules, and regulations which will facilitate the establishment and maintenance of an atmosphere conducive to effective and efficient quality instruction;
- Monitor and verify that the Administration is effectively implementing and administering Board policy, rules, and regulations;
- Establish and maintain a positive educational climate that promotes effective and efficient quality instruction;
- Be accountable to the patrons of the District for its actions.

# Spring Branch Independent School District

# District Improvement Plan

# 2020-2021 Formative Review with Notes

**Public Presentation Date:** October 1, 2020

# Mission Statement

Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

# Vision

SBISD will increase the number of students achieving T-2-4 from 44% to 72% by 2022.

# Core Values

Every Child - We put students at the heart of everything we do.

Collective Greatness - We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit - We believe in each other and find joy in our work.

Limitless Curiosity - We never stop learning and growing.

Moral Compass - We are guided by strong character, ethics and integrity.

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# Goals

**Goal 1:** T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

**Performance Objective 1:** POST-SECONDARY ENROLLMENT: By November 2021, at least 73% of SBISD students will have enrolled successfully in a post-secondary option.

**Evaluation Data Sources:** National Clearinghouse data
2020: 63% of Class of 2020 enrolled in T24 option (includes SBISD +NSC data)
2019: 62% of Class of 2019 enrolled in T24 option
2018: 64% of Class of 2018 enrolled in T24 option
TAPER Reports, Student Registration

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| **Strategy 1:** COLLEGE AND CAREER READINESS: Provide multiple opportunities for test prep and testing that prepare students for success on college entrance exams such as PSAT 8/9, School Day SAT (juniors), and School Day SAT (seniors)<br>**Strategy's Expected Result/Impact:** Students will receive targeted exam preparation in order to show an increase in their scores on these college credit exams<br>**Staff Responsible for Monitoring:** Executive Director of Accountability, Director of Advanced Academics | **Nov**<br> <br>**November Evidence of Progress**<br>Student attendance to SAT tutorials and summer boot camp. Given PSAT testing at MS and HS.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Presented NSC data at Jan 2021 board meeting; T24 data = 63% of Class of 2020 enrolled in T24 option the fall after senior year.<br>**Mar**<br> <br>**March Evidence of Progress** |

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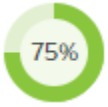
| **Strategy 2:** CAREER AND TECHNICAL EDUCATION : Increase the number of CTE students who are CTE concentrators and completers based on their 4-year course sequence<br>**Strategy's Expected Result/Impact:** Increase the number of students who commit to a CTE pathway as part of their 4-year planning<br>2020 = 1,164 students are considered CTE learners, which is comprised of CTE concentrators and completers<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education | **Nov** **November Evidence of Progress**<br> <br>Documents and processes have been created and communicated between the CTE department, Counseling Department and campuses to promote CTE courses and Programs of Studies, especially with 8th graders.<br>**Jan** **January Evidence of Progress**<br> <br>CTE Director met with the high school principals to structure courses offered on the campus to align with a the completion of a POS. 4-year planning work underway with 8th graders.<br>**Mar** **March Evidence of Progress** |
| **Strategy 3:** COUNSELING/STUDENT SUPPORT: SBISD will partner with HCC to host P-SOAR associate degree program opportunities for seniors to increase enrollment in industry-based, credential opportunities<br>**Strategy's Expected Result/Impact:** Increased percentage of students pursuing workforce-based postsecondary credentials at HCC<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** **November Evidence of Progress**<br> <br>P-SOAR events are scheduled for each of the high schools. They will begin during the month of November 17 (SWHS), 18 (WAIS) and 20 (NBHS) and will continue into the Spring semester.<br>**Jan** **January Evidence of Progress**<br> <br>The program is renamed, College Connections and there will be a virtual program held on January 28th and 29th.<br>**Mar** **March Evidence of Progress** |
| **Strategy 4:** COUNSELING/STUDENT SUPPORT: SBISD will partner with military, technical, 2-year and 4-year institutions to increase the percentage of students pursuing a post-secondary credential to 73% by November 2021.<br>**Strategy's Expected Result/Impact:** Increased numbers of students pursuing a technical, 2-year, or 4-year credential after graduation<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** **November Evidence of Progress**<br> <br>Several events have been held virtually with 2 year and 4 year institutions to provide an opportunity for students to pursue their postsecondary interests. A college fair was held in October with numerous postsecondary institutions.<br>**Jan** **January Evidence of Progress**<br>  <br>Additional events being held for students related to 2 year and military programs for students without a specified plan.<br>**Mar** **March Evidence of Progress** |

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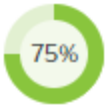
| **Strategy 5:** COUNSELING/STUDENT SUPPORT: Students and parents will be provided with training opportunities, activities and events that assist them with enrolling in a military, technical, 2-year, or 4-year institution after graduation<br>**Strategy's Expected Result/Impact:** Increased percentage of students pursuing a military, technical, 2-Year or 4-Year credential<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** — **November Evidence of Progress**<br> <br>Student and parent sessions have been held to help families prepare for postsecondary admissions processes, including: financial preparation, FASFA completions, enrollment requirements.<br>**Jan** — **January Evidence of Progress**<br>  <br>4 year planning is currently underway for both in-person and virtual to prepare students to be able to select courses that align with a career interest and endorsement.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 6:** STRATEGIC PARTNERSHIPS: Leverage virtual career exploration experiences to expand student awareness of and interest in career opportunities and the T-2-4 options to make them happen.<br>**Strategy's Expected Result/Impact:** Number of students participating in events and feedback through student evaluations<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships & Volunteer Programs | **Nov** — **November Evidence of Progress**<br> <br>At this time we do not have approval to conduct these events virtually.<br>**Jan** — **January Evidence of Progress**<br> <br>At this time we do not have approval to conduct these events virtually. At this time virtual events with external Partners are not permitted.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

**Performance Objective 2:** POST-SECONDARY COMPLETION: Increase the number of students who complete a technical certificate, military training, two-year, or four-year degree from 44% to 72% by 2022.

**Evaluation Data Sources:** National Clearinghouse (Aug 2019 report): The % of SBISD graduates completing higher education within six years after high school graduation:
Class of 2013 = 44%
Class of 2012 = 44%
Class of 2011 = 43%

**Strategy 1:** COUNSELING/STUDENT SUPPORT: SBISD will provide re-engagement opportunities for students who confirmed a post-secondary pursuit, but did not appear as a post-secondary student on a 2 year or 4 year campus enrollment roster.

**Strategy's Expected Result/Impact:**
Increase the number of alumni students re-engaging in post-secondary opportunities

**Staff Responsible for Monitoring:** Director of Counseling and Student Support

**Nov** — **November Evidence of Progress**

All recent alumni students have been included in the virtual postsecondary opportunities that have been provided. Students who had begun pursuing an option, but did not follow through were contacted and reconnected. Once clearinghouse results arrive, work will be done to recapture and provided specific efforts for students who have not enrolled in postgraduate options.

**Jan** — **January Evidence of Progress**

Based on Nov. 2020 National Clearinghouse data, developed a database of students who submitted transcripts to institutions, but did not enroll with any of the institutions where they submitted transcripts. A full process was developed to track independent student progress. 60 percent of students have been called at this time.

**Mar** — **March Evidence of Progress**




No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 1:** T-2-4. Every SBISD graduate will attain a technical certificate, military training, or a two-year or four-year degree.

**Performance Objective 3:** CCMR: Increase the % of graduates achieving College, Career, and Military Readiness status by at least 5 points.

**Evaluation Data Sources:** Texas Academic Performance Report:
Class of 2019: 70% of annual graduates met CCMR indicator (TAPR 2020)
Class of 2018: 68% of annual graduate met CCMR indicator (TAPR 2019)
Class of 2017: 63% of annual graduates met CCMR indicator (TAPR 2018)

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| **Strategy 1:** SBISD will engage students in a variety of CCMR options, such as: SAT/ACT, TSI, Advanced Placement, dual credit, OnRamps, CTE, and military so that each student achieves a CCMR designation.<br>**Strategy's Expected Result/Impact:** Increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points<br>**Staff Responsible for Monitoring:** Executive Director of Assessment and Compliance; Director of Advanced Academics , Director of CTE, Director of Counseling and Student Support | **Nov** <br>**November Evidence of Progress**<br>Current students are engaged in dual credit and dual enrollments options. Plans are being made and meetings are being planned for students to enroll for the next school years. A military roundtable will be held for all students on November 18, 2020.<br>Students are preparing for the AP exam to earn college credit and preparing for the SAT school day.<br>**Jan** <br>**January Evidence of Progress**<br>Students completed the first half of all dual credit and dual enrollment courses and received credit for satisfactory performance. Students are continuing to prepare for the AP, EOC , and SAT School Day exams.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 2:** HEALTH FITNESS: Monitor, promote and increase the number of students enrolled in the Team Sports Officiating course that reflects student interests and supports the district goal of T-2-4<br>**Strategy's Expected Result/Impact:** Increase the % of students enrolled in the Team Sports Officiating course by 5%.<br>**Staff Responsible for Monitoring:** Director of Health Fitness | **Nov** <br>**November Evidence of Progress**<br>10 student decrease this year due to not being able to promote it last spring because of COVID. Will push in upcoming course selections and trying to get the course filled at NHS.<br>**Jan** <br>**January Evidence of Progress**<br>Number of students enrolled for next year's course has increased by 22 students.<br>**Mar** <br>**March Evidence of Progress** |

  No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1:** ACHIEVEMENT: By June 2021, SBISD will increase student performance on STAAR 3-8/End-of-Course exams in all subjects tested by at least 3 points at each performance level (approaches, meets, masters).

**Evaluation Data Sources:** State accountability reports (Domain 1)
2019-20: Not Rated due to COVID
2018-19: All subjects: 76% (approaches), 51% (meets), 25% (masters)
2017-18: All subjects: 74% (approaches), 48% (meets), 22% (masters)

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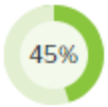
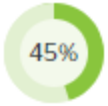
| **Strategy 1:** ACADEMICS: Provide campuses with curriculum and assessments aligned to TEKS with a year-long scope and sequence [Effective Schools Framework<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Associate Superintendent of Academics, Executive Director of Academic Services | **Nov** — **November Evidence of Progress**<br>  <br>Curriculum updates complete in itslearning (July 2020); presented at Keys to Success, DSDD; the first round of Priority Standards Assessments complete<br>**Jan** — **January Evidence of Progress**<br> <br>Campuses gave PSA2, MOY running records, and MOY MAP assessments; refining the online test administration process<br>**Mar** — **March Evidence of Progress**<br>Practice STAAR exams administered |
| **Strategy 2:** ACADEMICS: Provide campuses with assessments aligned to state standards and the appropriate level of rigor. Administered at least three times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. [Effective Schools Framework]<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Associate Superintendent of Academics, Executive Director of Academic Services | **Nov** — **November Evidence of Progress**<br>  <br>First round of PSAs conducted; Catalyst schools presented data to senior staff (Nov 11); common assessments writing groups established and have written first semester common assessments<br>**Jan** — **January Evidence of Progress**<br> <br>Campuses gave PSA2 assessments; refining the online test administration process; MOY MAP and running records completed<br>**Mar** — **March Evidence of Progress** |

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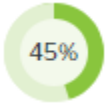
| **Strategy 3:** ACADEMICS: Ensure the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. [Effective Schools Framework]<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Associate Superintendent of Academics, Executive Director for Academics | **Nov** <br>**November Evidence of Progress**<br>Complete with calendar adoption; staff development calendar for 2020-2021 was provided to principals in March 2020<br>**Jan** <br>**January Evidence of Progress**<br>followed established calendar<br>**Mar** <br>**March Evidence of Progress**<br>development of 2021-22 PD calendar in progress |
| **Strategy 4:** ACADEMICS: Provide campuses with a data assessment platform to capture assessment data by item and student level. [Effective Schools Framework]<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Associate Superintendent, Executive Director of Academic Services | **Nov**  <br>**November Evidence of Progress**<br>All schools have access to All in Learning and Eduphoria; trainer-of-trainer sessions were held over the summer; directors provide on-site help as needed; Think Tanks by content areas will continue<br>**Jan** <br>**January Evidence of Progress**<br>continued access to assessment platforms<br>**Mar** <br>**March Evidence of Progress**<br>continued access to assessment platforms |

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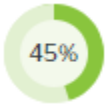
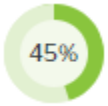
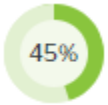
| **Strategy 5:** ACADEMICS: Work with teacher teams at each campus to increase the rigor of instruction so that all students will perform at the highest levels<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Executive Director of Academic Services, Directors of each program area | **Nov** **November Evidence of Progress**<br>  <br>Directors support increased rigor through Assessment Academy for Directors and Leads, Literacy Instructional Specialists; Transformational Learning Specialist (TLS); instruction leads; Focused on supporting the leadership of coaches on campuses<br>**Jan** **January Evidence of Progress**<br> <br>ongoing work; directors support teams; Community Supts collaborate with Exec Dir to pinpoint areas of greatest need; directors and leads prioritize time on campus<br>**Mar** **March Evidence of Progress** |
| **Strategy 6:** ACADEMICS: Provide differentiated support to campuses that have been identified by state and federal system for interventions with monthly and/or quarterly meetings<br>**Strategy's Expected Result/Impact:** All campuses to meet state standards; PLC planning supports through recurring cycles of collective inquiry during walkthroughs and feedback conferences<br>**Staff Responsible for Monitoring:** Associate Superintendent for Academics, Community Superintendents, Executive Director of Academic Services | **Nov** **November Evidence of Progress**<br>  <br>Directors held data meetings after each PSA, Affiliate school work supports elem catalyst; Principals leave with an action plan of next steps articulated after each data meeting<br>**Jan** **January Evidence of Progress**<br> <br>ongoing work; directors support teams; Community Supts collaborate with Exec Dir to pinpoint areas of greatest need; directors and leads prioritize time on campus; data dives take place on campus with directors/leads<br>**Mar** **March Evidence of Progress** |

**Strategy 7:** ACCOUNTABILITY: Train principals and directors on the state accountability system and how all performance levels are included in the calculations. Demonstrate why campuses need to increase the rigor of instruction so that all students will perform at the highest levels

**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

**Staff Responsible for Monitoring:** Associate Superintendent of Academic, Executive Director of Assessment and Compliance, Executive Director of Academic Services

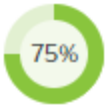
**Nov**




**November Evidence of Progress**

Accountability training meetings for principals (Aug 2020) ; Exec Dir of Assessment schedule data meetings with leadership team at each catalyst school and many other schools that are not catalyst

**Jan**




**January Evidence of Progress**

assessment updates provided during principal/AP meetings, Program of Studies

**Mar**

**March Evidence of Progress**

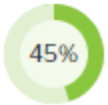
schools are developing their STAAR assessment proposal, given the complex logistics of paper v. online admin. in-person and distance learners

**Strategy 8:** ACCOUNTABILITY: Support and monitor schools implementing Targeted Improvement Plans

**Strategy's Expected Result/Impact:** All campuses with TIP will meet state accountability standards

**Staff Responsible for Monitoring:** Associate Superintendent of Academics, Community Superintendents, Executive Director of Academic Services

**Nov**




**November Evidence of Progress**

DCSI works with principals to complete Q1 reports and submit to state; Directors provide data as needed; Catalyst principals presented at Senior Staff ; Directors pull data and work with Catalyst principals and their ILT to analyze campus needs and areas for intervention; All TIP plans were submitted on time for Cycle 1

**Jan**

**January Evidence of Progress**

Community Supts. meet regularly with school leaders to review data, walk classrooms, plan for interventions

**Mar**

**March Evidence of Progress**

**Strategy 9:** READING/ELA (K-5): Align campus practices to balanced literacy framework of instruction to include reading workshop, writing workshop, and phonics/word study

**Strategy's Expected Result/Impact:** 100% of elementary campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points

**Staff Responsible for Monitoring:** Director of Humanities, Principals

**Nov**

**November Evidence of Progress**

Homegrown institute, Summer Trainings, Completed fall trainings with Think Tanks, Weekly LIS meetings to implement literacy framework at all campuses, Affiliate work at 7 elementary campuses, One coaching day completed, One Administrative day completed

**Jan**

**January Evidence of Progress**

Administrative Day with Laurie Pessah, Saturday SBISD Institute for Balanced Literacy, Numerous affiliate days, coaching work with Kristin Smith

**Mar**

**March Evidence of Progress**

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| **Strategy 10:** READING/ELA (K-5): Teachers will plan for and implement small groups and individual conferences to provide explicit teaching in skills needed to master state assessments<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** — **November Evidence of Progress**<br>60%<br>Weekly LIS meetings to begin small group and conference work in classrooms, Trainings were provided in the fall. Starting with conferences, moving to small groups, working on how to move readers, and strategy groups.<br>**Jan** — **January Evidence of Progress**<br>75%<br>Massive Practice Small group training district wide based on running record data from December running record.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 11:** READING/ELA (K-5): Train teachers on how to use running record data to increase student reading proficiency levels<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** — **November Evidence of Progress**<br>85%<br>BOY RR are completed and Elementary schools are beginning their informal RR and recording them. Schools are looking at data and having PLC work around the data of RR and how to move readers.<br>**Jan** — **January Evidence of Progress**<br>90%<br>MOY Running Records are completed for Elementary in December. All students were implemented with their running record on the reading trackers.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 12:** READING/ELA (K-5): Collaborate with Houston-area districts at the TCRWP Dual Language Think Tank sessions to review and create instructional materials aligned to TCRWP for OWDL and TWDL programming.<br>**Strategy's Expected Result/Impact:** Curriculum resources developed and teachers trained at regular intervals<br>**Staff Responsible for Monitoring:** Director of Humanities, Director of Multilingual Programs | **Nov** — **November Evidence of Progress**<br>40%<br>Working monthly with Klein, Conroe, Frisco, Katy, and weekly with the SBISD multilingual department to show alignment with TCRWP and OWDL and TWDL and the UOStudy.<br>**Jan** — **January Evidence of Progress**<br>65%<br>Spanish phonemic awareness and phonological awareness documents are made in in the process of being implemented in the schools. Alignment to phonics and reading levels document made, shared and implemented with schools.<br>**Mar** — **March Evidence of Progress** |

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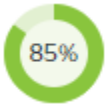
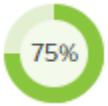
| **Strategy 13:** READING/ELA (K-5): Provide extensive teacher training in the implementation of Units of Study Reading, Writing, and Phonics<br>**Strategy's Expected Result/Impact:** 100% of elementary campuses will utilize district-adopted curriculum; In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br>  <br>Homegrown institute, Summer Trainings, Completed fall trainings with Think Tanks, Weekly LIS meetings to implement literacy framework at all campuses, Affiliate work at 7 elementary campuses, One coaching day completed, One Administrative day completed<br>**Jan** **January Evidence of Progress**<br> <br>Spring trainings listed for Elementary Humanities and posted/shared. Affiliate work continues at all schools. Coaching work continues with the LIS's. Two more administrative days completed.<br>**Mar** **March Evidence of Progress** |
| **Strategy 14:** READING/ELA (6th grade): Provide professional learning that focuses on balanced literacy and the workshop approach with the implementation of the Units of Study<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br>  <br>Homegrown institute, Summer Trainings, Completed fall trainings with Think Tanks, Weekly LIS meetings to implement literacy framework at all MS campuses, Affiliate work at 3 MS campuses, One coaching day completed, One Administrative day completed, all materials and libraries purchased for all MS campuses<br>**Jan** **January Evidence of Progress**<br> <br>Affiliate work continues at all 3 campuses. Weekly LIS meetings continue. Coaching work continues. Administrative days - two more completed. Implementation continues at all MS campuses.<br>**Mar** **March Evidence of Progress** |

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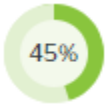
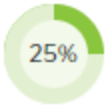
| **Strategy 15:** READING/ELA (6-12): Ensure yearlong training and support continues for Abydos trainee cohort<br>**Strategy's Expected Result/Impact:** 80% of teacher will be on track to meet certification requirements<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br>  <br>Met with new lead for Abydos (Margaret Hale). Emails have been sent to all present and past participants who are in still in training to be a Abydos writing trainer. New standards have been set as to what they can be done to reach new requirements. Meeting set for December 2, 2020, for Abydos members to review expectations.<br>**Jan** **January Evidence of Progress**<br> <br>Meeting was held in December. Follow up continues through Shari Jones and Alana Morris. Recertification applications due 2/15/2021 and being followed up by Alana Morris.<br>**Mar** **March Evidence of Progress** |
| **Strategy 16:** READING/ELA (6-12): Train teachers on how to use Edgenuity as an intervention tool<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br>  <br>Need to set up times with 6-12 team and with MCL meeting. Will plan to do for December meeting<br>**Jan** **January Evidence of Progress**<br> <br>Talked to Angel Purdy on how she uses Edgenuity. Looked at use of it and decision making around it.<br>**Mar** **March Evidence of Progress** |

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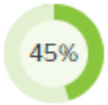
| **Strategy 17:** READING/ELA (7-8): Develop and strengthen professional development with 7th and 8th grade teachers with Pearson resources.<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br>  <br>Pearson representative has come to 6-8 team meetings three times. Team has worked with rep on Pearson resources. MCL meeting for November 13, 2020, will work with MCL and instructional leads and how to use the resources.<br>**Jan** **January Evidence of Progress**<br> <br>Continue to work with the materials and show the teachers how to use the online materials for their planning and learning. Due to 7th grade roll out of U of Study - there has been less push with 7th grade and more focus on 8th grade - will continue with this focus for the spring of 2021.<br>**Mar** **March Evidence of Progress** |
| **Strategy 18:** WRITING (PK-12): Review student writing samples at each campus to determine patterns and identify where students are and how to move them forward<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Directors of Humanities | **Nov** **November Evidence of Progress**<br> <br>Using Thin Slicing and looking at writing pieces and how to place writing in small groups to move writing.<br>**Jan** **January Evidence of Progress**<br> <br>Thin - Slicing continues to be used to look at student work and form small groups. This protocol is used in Social Studies as well as Language Arts. There has been movement through grade levels K-8.<br>**Mar** **March Evidence of Progress** |
| **Strategy 19:** WRITING (PK-12): Train and model how to provide feedback through individual and small group writing<br>conferences<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Directors of Humanities | **Nov** **November Evidence of Progress**<br> <br>Weekly LIS meetings to begin small group and conference work in classrooms, Trainings were provided in the fall<br>**Jan** **January Evidence of Progress**<br> <br>Weekly LIS meetings continue with strong focus on data and what is needed for schools/teachers/students. K-12 have weekly meetings. K-5/6-8/and 9-12 meet every 2 weeks with DC's.<br>**Mar** **March Evidence of Progress** |

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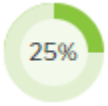
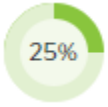
| **Strategy 20:** READING (K-5) - Provide Summer Reading Institute for teachers serving grades K-5 serving first year and advanced courses<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br> <br>Done and completed for Summer 2020<br>**Jan** **January Evidence of Progress**<br> <br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 21:** MATH (K-5): Provide weekly, virtual THINK TANKS! to support teachers in the development of rigorous virtual and face-2-face lessons<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** **November Evidence of Progress**<br>  <br>First quarter Think Tanks complete.<br>**Jan** **January Evidence of Progress**<br> <br>We have provided all scheduled Think Tanks.<br>**Mar** **March Evidence of Progress** |
| **Strategy 22:** MATH (K-12): Provide elementary (monthly) and secondary (bi-monthly) Virtual PLCs to provide curriculum & assessment updates and highlight resources, as well as promote networking among teachers.<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** **November Evidence of Progress**<br>  <br>First quarter Think Tanks complete.<br>**Jan** **January Evidence of Progress**<br> <br>We have provided all scheduled PLCs<br>**Mar** **March Evidence of Progress** |

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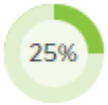
| **Strategy 23:** MATH (K-8): Provide elementary (bi-monthly) and middle school (monthly) coach training for campus math coaches, DCs, MCLs, and/or interventionists, specifically trainings on curriculum, assessment, data analysis and coaching skills.<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** — **November Evidence of Progress**<br>  <br>First quarter Think Tanks complete.<br>**Jan** — **January Evidence of Progress**<br> <br>Provided all scheduled coach training.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 24:** Math (3-5) In partnership with the Advanced Academics Department, plan for a new math supplemental enrichment program to both strengthen gifted students and build math talent pool in elementary grades. This 2020-21 program will extend types and depth of mathematical learning opportunities, impacting participation in higher mathematics throughout their K-12 schooling and beyond. The program will take advantage of both face-2-face and virtual opportunities to ensure that every school's gifted and talented students may participate.<br>**Strategy's Expected Result/Impact:** Increase STAAR performance levels for Meets and Masters Expectations by at least 3 points in mathematics.<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** — **November Evidence of Progress**<br> <br>We've collaborated with Advanced Academics to review possible products. We have been collecting and resources and investigating models of instruction and communication.<br>**Jan** — **January Evidence of Progress**<br> <br>Have dismissed packaged products and are investigating the possibility of creating a game extension that focuses on math puzzles, investigations and problem solving that will include a badging system and access to virtual math competitions. Continue to collect resources.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 25:** MATH (6-8): Provide pre-AP course curriculum materials and training to Math teachers to build higher-level questioning skills and plan for in-class, rigorous extensions and projects.<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** — **November Evidence of Progress**<br> <br>Teachers were trained over the summer, curriculum was completed over the summer.<br>**Jan** — **January Evidence of Progress**<br> <br>**Mar** — **March Evidence of Progress**<br> |

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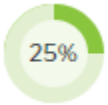
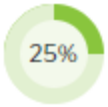
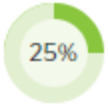
| **Strategy 26:** SCIENCE: Promote the use of EL strategies and interactive word walls; follow up with teachers who have been trained<br>**Strategy's Expected Result/Impact:** Implementation of interactive word walls with 100% of units, science instructional walks, social media posts using (#sbisdwordwalls)<br>**Staff Responsible for Monitoring:** Director of Science | **Nov** **November Evidence of Progress**<br>  <br>Training on word walls for K-12 complete. Training on EL strategies with secondary lead teachers is complete.<br>**Jan** **January Evidence of Progress**<br> <br>Teachers creating interactive word walls using Jamboard for online learners and using realia for in person learners. Sentence stems are up in classes as well as anchor charts.<br>**Mar** **March Evidence of Progress** |
| **Strategy 27:** SCIENCE: Provide campus-specific supports to catalyst schools to improve science instructional and student achievement<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Science | **Nov** **November Evidence of Progress**<br>  <br>Planning with teachers weekly, providing data and attending data meetings, and classroom observations.<br>**Jan** **January Evidence of Progress**<br> <br>Planning with teachers weekly, providing data and attending data meetings, and classroom observations.<br>**Mar** **March Evidence of Progress** |
| **Strategy 28:** SCIENCE: Provide ongoing professional learning for science teachers on the 5E instructional model<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points; progress monitoring through frequent walkthroughs and feedback conferences<br>**Staff Responsible for Monitoring:** Director of Science | **Nov** **November Evidence of Progress**<br>  <br>First quarter Think Tanks complete.<br>**Jan** **January Evidence of Progress**<br> <br>Second quarter Think Thanks and lead teacher meetings complete.<br>**Mar** **March Evidence of Progress** |

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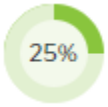
| **Strategy 29:** SCIENCE: Provide after-school training for high school science teachers on strategies in literacy, EL, and SPED.<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Science, Science Leads | **Nov** **November Evidence of Progress**<br> <br>Training on literacy and EL strategies complete for secondary lead teachers.<br>**Jan** **January Evidence of Progress**<br> <br>Sentence stems are up in classes as well as anchor charts.<br>**Mar** **March Evidence of Progress** |
| **Strategy 30:** SCIENCE: Hold quarterly think tanks for high school science subjects to discuss upcoming content.<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Science, Science Leads | **Nov** **November Evidence of Progress**<br>  <br>First quarter Think Tanks complete.<br>**Jan** **January Evidence of Progress**<br> <br>Second quarter Think Thanks and lead teacher meetings complete.<br>**Mar** **March Evidence of Progress** |
| **Strategy 31:** SOCIAL STUDIES (6-12): Provide professional development focusing on effective reading strategies and literacy-based instruction<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Directors of Humanities K-5, 6-12 | **Nov** **November Evidence of Progress**<br> <br>This is on-going work. The fall was provided with weekly professional development and Think Tanks to work on effective reading strategies and literacy-based instruction.<br>**Jan** **January Evidence of Progress**<br> <br>Professional Development continues around the area of SS and weekly sessions provided by the Humanities team.<br>**Mar** **March Evidence of Progress** |

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| **Strategy 32:** MULTILINGUAL: Provide on-site instructional coaching, curriculum support and district-wide monthly PLC for teachers of newcomer students in grades 6-12<br>**Strategy's Expected Result/Impact:** Increase capacity of teachers who serve newcomer students<br>**Staff Responsible for Monitoring:** Director of Multilingual | **Nov** **November Evidence of Progress**<br>40%<br>Think Tanks for quarter complete. Fall PD in Kickup. Held monthly newcomer trainings held.<br>**Jan** **January Evidence of Progress**<br>65%<br>Onsite campus support continues with teachers. During Think Tanks, the team has disaggregated data with newcomer teachers using the HMH reports. We are also continuing newcomer Think Tanks.<br>**Mar** **March Evidence of Progress** |
| **Strategy 33:** BILINGUAL LEARNERS: Train teachers and provide instructional support for OWDL model at the elementary level<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Multilingual | **Nov** **November Evidence of Progress**<br>30%<br>Think Tanks for quarter complete. Supported individual campuses based on need. Collaborated with Humanities department to align programs.<br>**Jan** **January Evidence of Progress**<br>70%<br>All OWDL district PDs have been provided; however, our team is available to continue to provide for campuses as needed. Campus Support continues especially with our 5th grade teachers as this is the first year for 5th grade implementation.<br>**Mar** **March Evidence of Progress** |
| **Strategy 34:** ENGLISH LEARNERS: Support teachers with implementation of TRTW instructional strategies into core content areas to engage all EL students at high levels<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Multilingual | **Nov** **November Evidence of Progress**<br>30%<br>Provided PD for TRTW. Planning with classroom teachers.<br>**Jan** **January Evidence of Progress**<br>60%<br>Collaborating with Nancy Motley: conducted walkthroughs, provided teacher feedback, and the team works with teachers participating in this cohort on the strategies provided in order to work towards incorporating the TRTW routine in their classroom.<br>**Mar** **March Evidence of Progress** |

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| **Strategy 35:** EDUCATIONAL TECHNOLOGY: Campus Transformational Learning Specialists (TLS) will collaborate with campus principals to support teachers in their implementation of the Year 2 ITSL expectations<br>**Strategy's Expected Result/Impact:** All middle school and high school teachers will meet year 1 expectations for ITSL integrations; 100% of middle school and high school teachers will meet the Year 2 expectations for itslearning Implementation<br>**Staff Responsible for Monitoring:** Director of Educational Technology, Principals | **Nov** **November Evidence of Progress**<br> <br>itslearning Basics (covering Year 1 & Year 2 expectations) included in Safe Schools modules required for all teachers, all TLSs provided training, coaching, & troubleshooting at campus level (ongoing).<br>**Jan** **January Evidence of Progress**<br> <br>TLSs providing additional training sessions and coaching support, district-wide PD sessions offered through Fall semester, itslearning Basics (covering Year 1 & Year 2 expectations) included in Safe Schools modules required for all teachers, all TLSs provided training, coaching, & troubleshooting at campus level (ongoing).<br>**Mar** **March Evidence of Progress** |
| **Strategy 36:** EDUCATIONAL TECHNOLOGY: Transformational Learning Specialists (TLS) will provide campus-based coaching and training sessions at each of their assigned campuses to support teacher mastery of all Level 1 Ed Tech skills<br>**Strategy's Expected Result/Impact:** All middle school and high school teachers will meet year 1 expectations for ITSL integrations<br>**Staff Responsible for Monitoring:** Director of Educational Technology, Principals | **Nov** **November Evidence of Progress**<br> <br>Level 1 Ed Tech skills (itslearning, Camtasia, Zoom) included in Safe Schools modules required for all teachers, all TLSs provided training, coaching, & troubleshooting at campus level (ongoing).<br>**Jan** **January Evidence of Progress**<br> <br>TLSs providing additional training sessions and coaching support, district-wide PD sessions offered through Fall semester, Level 1 Ed Tech skills (itslearning, Camtasia, Zoom) included in Safe Schools modules required for all teachers, all TLSs provided training, coaching, & troubleshooting at campus level (ongoing).<br>**Mar** **March Evidence of Progress** |

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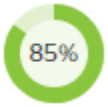
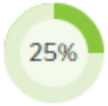
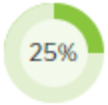
| **Strategy 37:** LIBRARY MEDIA SERVICES: Increase availability and promote the use of eBooks to students across the district: Sora, Capstone, Abdo<br>**Strategy's Expected Result/Impact:** Increase eBook usage statistics by at least 5%<br>**Staff Responsible for Monitoring:** Director of Library Media | **Nov** **November Evidence of Progress**<br> <br><br>Purchased additional e-books in order to increase circulation. Provided trainings to librarians on e-book resources.<br>**Jan** **January Evidence of Progress**<br>  <br><br>District provided funds for Title I campuses to purchase eBooks to meet the unique demands for their specific campus demographics. Continued eBook trainings with librarians.<br>**Mar** **March Evidence of Progress** |
| **Strategy 38:** LIBRARY MEDIA SERVICES: Provide access to and promote the use of print books to students across the district<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Library Media | **Nov** **November Evidence of Progress**<br>  <br><br>Working with individual campuses on how to get physical books into students' hands based on current COVID restrictions.<br>**Jan** **January Evidence of Progress**<br> <br><br>More campuses have brought back physical book checkout of library resources. District Title I funds allowed those campuses to purchase new, high-interest titles to meet student demand.<br>**Mar** **March Evidence of Progress** |
| **Strategy 39:** LIBRARY MEDIA SERVICES: Increase availability and promote the use of the digital resources to students across the district: TexQuest, JSTOR, Discovery Education, PebbleGo, PowerKids Science suite<br>**Strategy's Expected Result/Impact:** Increase database usage statistics by at least 3%<br>**Staff Responsible for Monitoring:** Director of Library Media | **Nov** **November Evidence of Progress**<br>  <br><br>Provided trainings for librarians on the various resources.<br>**Jan** **January Evidence of Progress**<br> <br><br>Continued to offer training opportunities to librarians and share training sessions designed for teachers offered by Region 4 on the TexQuest databases.<br>**Mar** **March Evidence of Progress** |

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| **Strategy 40:** PRE-KINDERGARTEN: Provide training and modeling in the use of updated PK3 and PK4 district curriculum to meet State high-quality curriculum component requirements- Circle Progress Monitoring<br>**Strategy's Expected Result/Impact:** 70% of PK students will be proficient in the area of Language and Communication as measured by CIRCLE Progress Monitoring<br>2019-2020 No data due to COVID<br>2018-2019 Eng 70% Span 69%<br>2017-2018 Eng 49% Span 65%<br>**Staff Responsible for Monitoring:** Director of PreKindergarten | **Nov** 70%<br>**November Evidence of Progress**<br>Virtual curriculum completed and training done for the first two 9 weeks. Third 9 weeks will be finished November 30 and fourth 9 weeks is scheduled to be completed January 29th.<br>**Jan** 90%<br>**January Evidence of Progress**<br>Third 9 weeks virtual curriculum is finished and shared with teachers. Final 9 weeks will be finished January 29. MOY Circle data will be available at the end of January.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 41:** SPECIAL EDUCATION: Monitor growth in the reading scores of SE students through fidelity to systematic intervention programs (OG, LLI, Mindplay)<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points.<br><br>2019-2020: Not rated due to COVID<br><br>2018-2019:<br>STAAR Reading (Grades 3-8) - 40.7% STAAR Math (Grades 3-8) - 48%<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** 25%<br>**November Evidence of Progress**<br>The Department is monitoring evidence of the fidelity of Implementation of LLI, OG and Mindplay.<br>**Jan** 50%<br>**January Evidence of Progress**<br>The Department continues monitoring evidence of the fidelity of Implementation of LLI, OG and Mindplay.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 42:** SPECIAL EDUCATION: Train at least 80% of elementary Resource teachers in the Orton-Gillingham (OG) approach to serve students who are both dyslexic and receiving special education services<br>**Strategy's Expected Result/Impact:** 100% of elementary special education students with dyslexia will have an OG trained special education teacher and/or dyslexia interventionist providing dyslexia instruction.<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** 100%<br>**November Evidence of Progress**<br>100% of elementary schools have at least one teacher trained in OG.<br>**Jan** 100%<br>**January Evidence of Progress**<br>**Mar** 100%<br>**March Evidence of Progress** |

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| **Strategy 43:** SPECIAL EDUCATION: Monitor and observe instruction in Reading and Math Resource and In-Class support classrooms and give feedback on continued implementation of Reading and Math programs.<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points.<br><br>2019-2020: Not rated due to COVID<br><br>2018-2019:<br>STAAR Reading (Grades 3-8) - 40.7% STAAR Math (Grades 3-8) - 48%<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** **November Evidence of Progress**<br> <br>Meetings are currently being set up to observe teachers.<br><br>**Jan** **January Evidence of Progress**<br> <br>We are currently observing teachers.<br><br>**Mar** **March Evidence of Progress** |
| **Strategy 44:** SPECIAL EDUCATION: Develop curriculum for Middle School and High School Resource Math programs.<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points.<br><br>2019-2020: Not rated due to COVID<br><br>2018-2019:<br>STAAR Math (Grades 6-8) - 48.2%<br>End of Course Algebra - 45.2%<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** **November Evidence of Progress**<br> <br>Complete. Scope and Sequence for the year has been written and given to Math teachers.<br><br>**Jan** **January Evidence of Progress**<br> <br><br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 45:** GIFTED AND TALENTED: Provide programming to meet the educational needs of gifted and talented students through Bendwood experiences, advanced coursework, and Spring Branch Academic Institute while expanding opportunities for all student to access rigorous course work through math acceleration, Advanced Academic Coursework, Advanced Placement, International Baccalaureate, Dual Credit or Dual Enrollment<br>**Strategy's Expected Result/Impact:** Increase in the number of students enrolling in advanced options<br>**Staff Responsible for Monitoring:** Director of Advanced Academic Studies | **Nov** **November Evidence of Progress**<br> <br>GT Testing data for campuses. Given professional development for instruction of GT students.<br><br>**Jan** **January Evidence of Progress**<br> <br>Currently in level 3 testing for highly gifted students. 80 students will be tested; testing should be completed by end of February<br>Project GT has current data and results on all students tested in the district Estimate of GT testers: 1,840<br><br>**Mar** **March Evidence of Progress** |

**Strategy 46:** PRE-KINDERGARTEN: Monitoring benchmarks in English and Spanish to meet state high-quality student progress monitoring component requirements - Circle Progress Monitoring

**Strategy's Expected Result/Impact:** In all CIRCLE components, narrow the gap or improve performance above the target by at least 3 points

2019-2020 No data due to COVID

English 2017-18 and 2018-19
Reading 84% 87%
Writing 93% 94%
Lang/Com 49% 70%
Math 84% 88%
SEL 89% 92%

Spanish 2017-18 and 2018-19
Reading 88% 87%
Writing 85% 90%
Lang/Com 65% 69%
Math 84% 88%
SEL 86% 92%

**Staff Responsible for Monitoring:** Director of PreKindergarten

**Nov** — **November Evidence of Progress**

BOY Progress Monitoring Completed, Virtual Curriculum 50%, Essential Learnings Completed and Teacher Training Ongoing

**Jan** — **January Evidence of Progress**

Virtual curriculum third nine weeks completed and shared with teachers. Final nine weeks will be completed by January 29. MOY CIRCLE data will be available at the end of January.

**Mar** — **March Evidence of Progress**

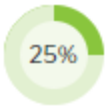
**Strategy 47:** PRE-KINDERGARTEN:
Provide professional development and coaching opportunities so that 100% of our PK teachers meet highly qualified teacher qualifications requirements

**Strategy's Expected Result/Impact:** 100% of PK teachers have met State standards for HQ status;

Improved teacher practices will lead to better student outcomes.
2019-2020 No data due to COVID
2018-2019 100%
2017-2018 100%

**Staff Responsible for Monitoring:** Director of Prekindergarten

**Nov** — **November Evidence of Progress**




Coaching Hours and PD Started focusing on Essential Learning, Lead Teacher Work on Leading PLC, Coaching Hours and PD Started focusing on Essential Learning, Lead Teacher Work on Leading PLC

**Jan** — **January Evidence of Progress**

HB3 Coaching hours are 50% completed. PD has focused on Bookmaking, Math centers, Running Records, PK3 Balanced Literacy. MOY CIRCLE assessment scores will be available at the end of January.

**Mar** — **March Evidence of Progress**

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| **Strategy 48:** PRE-KINDERGARTEN:<br>Develop and report progress on Early Childhood Literacy and Math Proficiency Plan that identifies annual goals, targeted professional development, and includes considerations for bilingual and special language programs - Circle Progress Monitoring<br>**Strategy's Expected Result/Impact:** 100% of PK Literacy and Math progress reports identifies quantifiable goals for each student as he/she transitions to Kindergarten.<br>2019-2020 No data due to COVID<br>2018-2019 100%<br>2017-2018 100%<br>**Staff Responsible for Monitoring:** Director of Prekindergarten | **Nov** **November Evidence of Progress**<br> <br><br>BOY Progress Monitoring Completed, Virtual Curriculum 50%, Essential Learnings Completed and Teacher Training Ongoing,Coaching Hours and PD Started focusing on Essential Learning, Lead Teacher Work on Leading PLC<br>**Jan** **January Evidence of Progress**<br> <br><br>Draft of campus level reporting document completed for early literacy progress monitoring using CIRCLE literacy and F&P running records. PD this quarter has focused on Bookmaking, Math centers, Running Records, and PK3 Balanced Literacy. MOY CIRCLE assessment scores will be available at the end of January.<br>**Mar** **March Evidence of Progress** |
| **Strategy 49:** WRITING - (6th grade) - Provide Summer Writing Institute for 6th grade teachers for year one implementation of Units of Study Writing for Middle School<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br> <br><br>Done and completed for Summer 2020<br>**Jan** **January Evidence of Progress**<br> <br><br>**Mar** **March Evidence of Progress**<br> <br> |

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| **Strategy 50:** READING/ELA (6): Provide professional learning that focuses on balanced literacy and the workshop approach with running record training and how to take running records, use the district tracker and use the data from running records to provide small group instruction<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br> <br>BOY RR are completed and MS schools are beginning their informal RR and recording them. Schools are looking at data and having PLC work around the data of RR and how to move readers and how to place students in small groups to do this work.<br>**Jan** **January Evidence of Progress**<br> <br>MOY RR were completed on time for all schools except one school. The MS team stepped in and helped complete the RR at that school. Schools that did not complete their RR at BOY completed at MOY. The data was in the trackers and the schools were utilizing their trackers to look at their students and compare it to their PSA2 data.<br>**Mar** **March Evidence of Progress** |
| **Strategy 51:** READING/ELA (6): Provide professional learning that focuses on balanced literacy and the workshop approach with the guidance of Literacy Instructional Specialists and Leads from the Humanities department through the work of implementing Units of Study with Reading and Writing<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br> <br>Homegrown institute, Summer Trainings, Completed fall trainings with Think Tanks, Weekly LIS meetings to implement literacy framework at all campuses, Affiliate work at 3 MS campuses, One coaching day completed, One Administrative day completed<br>**Jan** **January Evidence of Progress**<br> <br>Affiliate work continues at all the schools. Administrative work continues in January and February. with Laurie Pessah. Coaching Days with MS and Elementary continue their work and stay on track with the professional development and All In Large District Work continues for the Spring for grades K-5. Professional Development through the Humanities department continues with weekly sessions and Test Prep begins for 4th and 7th grade Writing.<br>**Mar** **March Evidence of Progress** |

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| **Strategy 52:** READING/ELA (9-12): Provide extensive professional development with high school teachers with the new adoption by Pearson and the resources provided. Continue to work with the district and the teachers to provide a smooth transition of how to use the LMS with the new adoption.<br>**Strategy's Expected Result/Impact:** In all subjects tested, increase all three performance levels (approaches, meets, masters) by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br> <br>The HS team has met with Pearson and worked with the teachers and the LMS. This work is ongoing.<br>**Jan** **January Evidence of Progress**<br> <br>The HS team continues to push that the Savaas is the curriculum and how it is aligned with the new TEKS for HS. The plan is to continue to push on. Every DC meeting it is covered and the novels are discussed about how to get books in the hands of students.<br>**Mar** **March Evidence of Progress** |
| **Strategy 53:** READING/ELA (K-5): Collaborate with Houston-area districts (Klein, Conroe, Katy) about Reading Academies and implementation of them for the 20-21 school year and summer of 2021<br>**Strategy's Expected Result/Impact:** 100% of teacher will be on track to meet certification requirements<br>**Staff Responsible for Monitoring:** Director of Humanities | **Nov** **November Evidence of Progress**<br> <br>Meet bi-monthly with Klein, Conroe and Katy about HB3 Reading Academies and the implementation of the work.<br>**Jan** **January Evidence of Progress**<br> <br>Started the HB3 committee meetings for the Reading Diagnostic Committee. Completed and took the committee decision to the DIT February 4th. Completed round one of a Principal Sprint with the 13 principals for Phase 1 of HB3 Reading Academy. Posted jobs for Cohort Leader/Bilingual.<br>**Mar** **March Evidence of Progress** |

**Strategy 54:** READING/ELA (6-12): Collaborate with Houston-area districts (Klein, Conroe, Katy) about 7th Grade TEC,28.006 and implementation of the reading instrument for the 21-22 school year

**Strategy's Expected Result/Impact:** Increase the % of students who meet 6th Grade STAAR passing rates in order to decrease number of 7th Grade taking reading instrument

**Staff Responsible for Monitoring:** Director of Humanities

**Nov** — **November Evidence of Progress**

Meet bi-monthly with Klein, Conroe and Katy about 7th grade implementation of the reading instrument for the 2020-2021 school year.

**Jan** — **January Evidence of Progress**

Met during the month of January to take the decision forward to the DIT committee about what to use for 7th grade students next year if the students do not pass the STAAR test. The committee decided to recommend that MAP be used for the 2021-2022 school year for the students who do not pass STAAR. - MAP Growth - to Map Fluency.

**Mar** — **March Evidence of Progress**




No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 2:** STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2:** GAP-CLOSING: By June 2021, SBISD will increase overall performance on STAAR 3-8/End-of-Course exams to narrow the gap or improve performance above the target by at least 3 points.

**Evaluation Data Sources:** State accountability reports (Domain 3: Closing the Gaps)
2019-2020: Not rated due to COVID
2018-2019: SBISD met 22 of 25 academic targets evaluated

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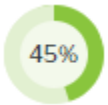
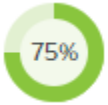
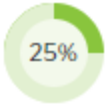
| **Strategy 1:** ACADEMICS: Provide campuses with curriculum and formative assessments aligned with targeted intervention strategies focused on individual student needs<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points<br>**Staff Responsible for Monitoring:** Executive Director of Academic Services | **Nov** — **November Evidence of Progress**<br>  <br>DCSI works with principals to complete Q1 reports and submit to state; Directors provide data as needed; Catalyst principals presented at Senior Staff ; Directors pull data and work with Catalyst principals and their ILT to analyze campus needs and areas for intervention; All TIP plans were submitted on time for Cycle 1<br>**Jan** — **January Evidence of Progress**<br>  <br>DSCI continue to track data from campus assessments- Catalyst campus on track to present to senior staff. Directors continue to work with catalyst principals based on data to ensure intervention plans are effective.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** INTERVENTION SERVICES: Create systemic processes for reviewing data to plan for targeted small group intervention in order to increase student achievement.<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Intervention Services | **Nov** — **November Evidence of Progress**<br>  <br>Began pilot for Success Ed for 7 campuses. Held MAP data digs to review small group intervention.<br>**Jan** — **January Evidence of Progress**<br> <br>Help MOY MAP data digs to look at priority standards for students in intervention groups.<br>**Mar** — **March Evidence of Progress** |

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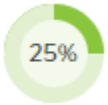
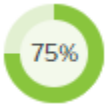
| **Strategy 3:** INTERVENTION SERVICES: Train campus team on analyzing multiple measures to provide targeted student support for English Language Learners.<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Intervention Services | **Nov** **November Evidence of Progress**<br>  <br>Working with campuses to review MAP, running records and PSA data. Supporting with Goggle RW implementation with multilingual department.<br>**Jan** **January Evidence of Progress**<br>  <br>Working with campuses to review MAP, running records and PSA data to support differentiation for EL students.<br>**Mar** **March Evidence of Progress** |
| **Strategy 4:** PRE-KINDERGARTEN: Ensure all students are ready for kindergarten - Circle Progress Monitoring<br>**Strategy's Expected Result/Impact:** In all CIRCLE components, narrow the gap or improve performance above the target by at least 3 points<br><br>2019-2020 No data due to COVID<br><br>English 2017-18 and 2018-19<br>Reading 84% 87%<br>Writing 93% 94%<br>Lang/Com 49% 70%<br>Math 84% 88%<br>SEL 89% 92%<br><br>Spanish 2017-18 and 2018-19<br>Reading 88% 87%<br>Writing 85% 90%<br>Lang/Com 65% 69%<br>Math 84% 88%<br>SEL 86% 92%<br>**Staff Responsible for Monitoring:** Director of Pre-Kindergarten | **Nov** **November Evidence of Progress**<br> <br>BOY Progress Monitoring Completed, Virtual Curriculum 50%, Essential Learnings Completed and Teacher Training Ongoing<br>**Jan** **January Evidence of Progress**<br> <br>Draft of campus level reporting document completed for early literacy progress monitoring using CIRCLE literacy and F&P running records. PD this quarter has focused on Bookmaking, Math centers, Running Records, and PK3 Balanced Literacy. MOY CIRCLE assessment scores will be available at the end of January.<br>**Mar** **March Evidence of Progress** |

**Strategy 5:** READING/WRITING (3-5): Provide balanced literacy curriculum materials and training to Reading teachers to support in-class interventions and first-line differentiated instruction to include reading workshop, writing workshop, and phonics/word study

**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points

**Staff Responsible for Monitoring:** Director of Humanities K-5
Director of Intervention Services

**Nov** — **November Evidence of Progress**

Weekly LIS meetings to begin small group and conference work in classrooms, Trainings were provided in the fall. Starting with conferences, moving to small groups, working on how to move readers, and strategy groups.

**Jan** — **January Evidence of Progress**

The LIS team worked from January 6, 2021 , with Massive Practice and how to push striving readers. This initiative is based off of data and the RR from MOY. It is based on small group work with students and is structured. Phonic work may be a part of the work for the small group if that is needed. Training was provided in English and Spanish.

**Mar** — **March Evidence of Progress**

**Strategy 6:** READING/WRITING (6-12): Provide curriculum materials and training to English teachers to support planning for in-class interventions and first line differentiated lessons.

**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points

**Staff Responsible for Monitoring:** Director of Humanities 6-12

**Nov** — **November Evidence of Progress**

Professional Development will continue around how to intervene with small group work for intervention.

**Jan** — **January Evidence of Progress**

Small group work around the data of RR from MOY RR with grades 6-8 and 9-12. Some RR are being completed in the HS as well. Training on what to do with the students from their data for small group work. Text bands, vocabulary work, etc.

**Mar** — **March Evidence of Progress**

**Strategy 7:** MATH (K-Alg2): Integrate pre-assessments to identify prior grade content gaps, determining readiness to learn, and provide the resources to cure deficiencies.

**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points

**Staff Responsible for Monitoring:** Director of Mathematics
Director of Intervention Services

**Nov** — **November Evidence of Progress**

First semester curriculum (all grades) is complete.

**Jan** — **January Evidence of Progress**

Posted pre-assessments for the year for secondary courses and for the first 3 9-weeks for each of the elementary courses.

**Mar** — **March Evidence of Progress**

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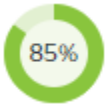
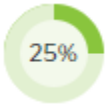
| **Strategy 8:** MATH (K-preCalc): Provide quick checks for understanding into each concept of a unit, identifying immediate learning issues before they become problematic, and the resources to intervene with students.<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** — **November Evidence of Progress**<br> <br>First semester curriculum (all grade levels) is complete.<br>**Jan** — **January Evidence of Progress**<br>  <br>Posted quick checks for understanding for each concept of each unit for all secondary courses and for the first 3 9-weeks for each of the elementary courses.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 9:** MULTILINGUAL: Collaborate with school teams to provide targeted instructional support with TELPAS specific language domain(s).<br>**Strategy's Expected Result/Impact:** 5% increase of K-12 students receiving advanced high composite rating; 5% increase of students who have been enrolled in US schools for 3 years or more scoring advanced high composite rating<br>**Staff Responsible for Monitoring:** Director of Multilingual | **Nov** — **November Evidence of Progress**<br> <br>Provided PD for all district and specific campuses. Campus instructional support for teachers.<br>**Jan** — **January Evidence of Progress**<br> <br>The team met with secondary principals and shared TELPAS data from previous years and discussed specific criteria to look for especially for student reclassification. Additionally, we have provided PD that focuses specifically on the Speaking domain as we noticed that was an area of concern.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 10:** SUMMER SCHOOL: Provide Summer School for eligible students<br>**Strategy's Expected Result/Impact:** Narrow the gap or improve performance above the target by at least 3 points<br>**Staff Responsible for Monitoring:** Executive Director for Student Support Services | **Nov** — **November Evidence of Progress**<br>  <br>Conducted review of Summer 2020 program, leadership positions for 2021 posted, dates and basic program design are under consideration.<br>**Jan** — **January Evidence of Progress**<br> <br>Program design developed and approved by Sr. Staff. Directors hired, principals oriented to program, staff hiring beginning.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3:** STUDENT GROWTH: By June 2021, SBISD will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (k-8) increase by 7 points, Math (K-8) increase by 5 points.

**Evaluation Data Sources:** Measures of Academic Progress (MAP) reports
2020: Not Rated due to COVID
2019: Reading CGI (53%); Math CGI (60%)
2018: Reading CGI (48%); Math CGI (58%)

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| **Strategy 1:** READING/ELA (K-2): Provide balanced literacy staff development and planning support to increase quality Reading, Writing and Phonics training instructional practices to grow readers by deepening teacher understanding.<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points<br>**Staff Responsible for Monitoring:** Director of Humanities K-5; Director of Intervention Services | **Nov** **November Evidence of Progress**<br> <br>Weekly LIS meetings with intentional work around phonics, phonemic awareness, and phonological awareness. Modeling and implementing the Units of Study Phonics in grades K-2. Professional development around unpacking the units for phonics, ways to use phonics in small groups, ways to implement phonics in shared reading, interactive writing, etc.<br>**Jan** **January Evidence of Progress**<br> <br>Rolled out Spanish Phonological awareness and phonemics awareness plan for the 16 schools with Dual Language One Way and Two Way. English Phonological Awareness and Phonological Awareness was also rolled out and aligned with reading levels. Training happened and LIS's will continue with training. Saturday Phonics Day will happen March 6th.<br>**Mar** **March Evidence of Progress** |

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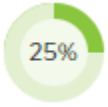
| **Strategy 2:** READING/ELA (3-5): Provide balanced literacy staff development and planning support to increase quality Reading and Writing instructional practices to grow readers by deepening teacher understanding.<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points<br>**Staff Responsible for Monitoring:** Director of Humanities K-5; Director of Intervention Services | **Nov**<br> <br>**November Evidence of Progress**<br>Weekly staff development for fall provided around quality reading and writing instructional practices to grow readers and writers. Think Tanks provided as well. Modeling provided with feedback for teachers during sessions to grow teachers.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Weekly professional development still happening for balanced literacy training. LIS continue to train with teachers and students<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 3:** READING/ELA (6-12): Train teachers and provide curriculum and resources to be utilized for reading interventions and scaffolded support<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points<br>**Staff Responsible for Monitoring:** Director of Humanities 6-12 | **Nov**<br> <br>**November Evidence of Progress**<br>6-8 work with teachers on RR data, MAP data and PSA data and how to make small groups and move readers and writers. 6-12 - continue to work with teachers on how to look at data and move from TIER1 instruction to TIER 2 instruction.<br>**Jan**<br> <br>**January Evidence of Progress**<br>6-8 work with teachers on RR data, MAP data and PSA data and how to make small groups and move readers and writers. 6-12 - continue to work with teachers on how to look at data and move from TIER1 instruction to TIER 2 instruction.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 4:** MATH (K-12): Provide curriculum materials and training to Math teachers to support planning for in-class interventions and first line differentiated lessons to include mathematical concepts and processes<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov**<br>  <br>**November Evidence of Progress**<br>Shannon Alba has completed training for the first nine weeks.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Shannon Alba has completed training for the first two nine weeks and more than half of what is schedule for the third nine-weeks.<br>**Mar**<br>**March Evidence of Progress** |

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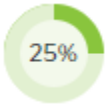
| **Strategy 5:** MATH (2-Alg 1): Providing quarterly district assessments and student trackers; working with teachers to analyze data and plan for next steps; training teachers on building students to mastery.<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Math (K-8) increase by 5 points<br>**Staff Responsible for Monitoring:** Director of Mathematics | **Nov** — **November Evidence of Progress**<br>  <br>PSA 1 and auxiliary documents are complete. Campus/teacher trainings are ongoing (complete by Nov 13)<br>**Jan** — **January Evidence of Progress**<br> <br>Completed first two nine weeks' PSAs and are finishing up third nine week assessments<br>**Mar** — **March Evidence of Progress** |
| **Strategy 6:** ENGLISH LEARNERS: Provide teacher professional development based on EL instructional strategies and materials to meet the unique needs of EL students<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points; Math (K-8) increase by 5 points<br>**Staff Responsible for Monitoring:** Director of Multilingual Programs | **Nov** — **November Evidence of Progress**<br> <br>Provided PD. Modeling, coaching and feedback to teachers.<br>**Jan** — **January Evidence of Progress**<br> <br>The team has provided campuses with specific PD based on the needs of the campus. Additionally, we are currently working with specific teachers identified to help with the scaffolding of instruction for our English Learners.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 7:** INTERVENTION SERVICES: MAP progress data to identify student learning levels so teachers can engage in differentiated instruction, skill-based grouping and setting goals for intervention.<br>**Strategy's Expected Result/Impact:** Increase the % of students who meet or exceed CGI targets on MAP: Reading (k-8) increase by 7 points;<br>Math (K-8) increase by 5 points<br>**Staff Responsible for Monitoring:** Director of Intervention Services | **Nov** — **November Evidence of Progress**<br> <br>Working with campuses on MAP data and identifying priority standards for students.<br>**Jan** — **January Evidence of Progress**<br> <br>Working with campuses on MAP data using the achievement status and growth report to identify students who are meeting projected measures.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4:** GRADUATION: Increase graduation rate of the all student group by at least one point.

**Evaluation Data Sources:** Accountability ratings overall: "All student" group
Class of 2019: 4-year rate = 89.3%, 5-year rate = 92.2% (C/O 2018) 6-year rate = 91.8% (C/O 2017) (TAPR 2020)
Class of 2018: 4-year rate = 90.9%, 5-year rate = 91.7% (C/O 2017), 6-year rate = 92.2% (C/O 2016) (TAPR 2019)
Class of 2017: 4-year rate = 89.9%, 5-year rate = 92.0% (C/O 2016), 6-year rate = 93% (C/O 2015) (TAPR 2018)

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| **Strategy 1:** GRADUATION RATE: Support off-cohort students and those who need to pass the state assessments to meet graduation requirements, including the implementation of the new Academy of Choice Program.<br>**Strategy's Expected Result/Impact:** Increase graduation rate of the all student group by at least one point<br>**Staff Responsible for Monitoring:** Executive Director of Student Support Services | **Nov** 35%<br>**November Evidence of Progress**<br>Academy of Choice launched first cohort under its redesign and support Second Start NHBS students. Good conversations under way about how to support credit recover in the spring and next summer. Hired district level Drop out recovery specialist.<br>**Jan** 75%<br>**January Evidence of Progress**<br>AOC enrollment up 97 students in support of students at risk of dropping out. Campuses using fall failure rates to drive credit recovery opportunities. Drop-out prevention coordinator hired, onboarded, and focusing on Northbrook High School community. Summer school planning underway.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 2:** EDUCATIONAL TECHNOLOGY: Collaborate with campus counselors to enroll students in virtual school courses for original credit and for credit recovery<br>**Strategy's Expected Result/Impact:** 10 percentage points increase from 2018-2019 data with students completing virtual courses for original credit and/or credit recovery<br><br>2019-2020: (COVID impacted)<br>Original Credit - 410<br>Credit Recovery - 216<br><br>2018-2019:<br>Original Credit - 216<br>Credit Recovery - 457<br>**Staff Responsible for Monitoring:** Director of Educational Technology | **Nov** 15%<br>**November Evidence of Progress**<br>Ed Tech VS Team monitoring student participation and progress data, and communicating data to campus-based team (counselor, AP, Lab Monitor) for campus follow up with students for additional supports as necessary.<br>**Jan** 40%<br>**January Evidence of Progress**<br>Created a Lab Monitor video series to provide targeted professional learning for campus lab monitors to aid them in areas of student progress monitoring and professional communication with counselors and teachers. Each video includes an accompanying quiz to check for understanding. 4/10 videos and quizzes have be published and shared with lab monitors to date.<br>**Mar**<br>**March Evidence of Progress** |

**Strategy 3:** STUDENT SERVICES: Support high school campuses with the development and implementation of credit recovery plans.

**Strategy's Expected Result/Impact:** Maintain district drop-out rate below 2.1% for high school students. Drop-out data is delayed by two years in TEA reporting.

2016-2017 2.1%
2015-2016 2.3%

**Staff Responsible for Monitoring:** Executive Director of Student Support Services

**Nov** — **November Evidence of Progress**

Supported NBHS in development of Second Start Program. Discussions under way for how to provide a variety of credit recovery options in the spring and next summer.

**Jan** — **January Evidence of Progress**

Provided all high schools list of target students to focus credit recovery work on and supported the effort with extra funding for each campus. Trained MS and HS principals on Leaver Code data quality; each principal receives daily Leaver Code report for action.

**Mar** — **March Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5:** CERTIFICATIONS: Increase the number of students who earn a TEA-approved Industry Based Certifications by at least 10% points from the 2019 baseline.

**HB3 Goal**

**Evaluation Data Sources:** CTE certification reports:
2020: 554 certifications earned
2019: 655 certifications earned (Spring 2019: TEA published state approved list)
2018: 476 certifications earned
2017: 174 certifications earned

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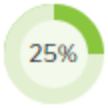
| **Strategy 1:** CAREER AND TECHNICAL EDUCATION: Support CTE teachers to ensure students are prepared for certification exams which will lead to students earning certifications<br>**Strategy's Expected Result/Impact:** Increase the number of industry certifications earned by 10% above 2020 baseline.<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education | **Nov** — **November Evidence of Progress**<br>  <br>Certification resources have been provided. Facilitators have been working 1:1 with the teachers.<br>**Jan** — **January Evidence of Progress**<br> <br>Certification resources have been provided. Teachers are prepping students for certifications and some certifications have been taken.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** CAREER AND TECHNICAL EDUCATION: Monitor systems to ensure the reporting of Industry Based Certification data is accurate<br>**Strategy's Expected Result/Impact:** Ensure 100% accuracy in reporting earned certifications<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education | **Nov** — **November Evidence of Progress**<br> <br>We have not taken any exams at this time.<br>**Jan** — **January Evidence of Progress**<br> <br>Some certifications have been taken in courses such as BIM.<br>**Mar** — **March Evidence of Progress** |

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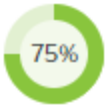
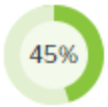
| **Strategy 3:** CAREER AND TECHNICAL EDUCATION: Increase marketing and the promotion of CTE programming so that students schedule advanced CTE courses in their selected program of study<br>**Strategy's Expected Result/Impact:** Increase number of students signing up for advanced CTE courses for the 2020-2021 school year by 5% to 2,010 students<br>2019-2020: 1,914 students<br>2018-2019: 1,944 students<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education | **Nov** — **November Evidence of Progress**<br> <br>We have aligned POS to statewide POS. We have trained Principals, Counselors, and Teachers on the POS. We have turned in new course request. Created marketing one pagers for all POS.<br>**Jan** — **January Evidence of Progress**<br>  <br>We have aligned POS to statewide POS. We have trained Principals, Counselors, and Teachers on the POS. We have turned in new course request. Created marketing one pagers for all POS.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 4:** CAREER AND TECHNICAL EDUCATION: Support implementation of new course "college and career course" for middle school students being piloted in the 2020-21 school year and develop a plan to expand to other campuses.<br>**Strategy's Expected Result/Impact:** Provide District team supports to pilot campuses for successful implementation of curriculum; Establish an expansion plan for the course to other campuses.<br>**Staff Responsible for Monitoring:** Director of Career and Technical Education, Director of Counseling and Student Support | **Nov** — **November Evidence of Progress**<br>  <br>CTE Facilitator has worked 1:1 with the teacher at Landrum and Northbrook MS. CTE provided curriculum and professional development to the teacher.<br>**Jan** — **January Evidence of Progress**<br> <br>Students are registering for courses and receiving 9th grade course information through the Path course. CTE Facilitator has worked 1:1 with the teacher at Landrum and Northbrook MS. CTE provided curriculum and professional development to the teacher.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT ACHIEVEMENT. Every SBISD student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 6:** ADVANCED COURSES: Increase the number of students enrolled in and earning credit in advanced courses.

**Evaluation Data Sources:** Skyward course enrollment data:
Fall 2020: 997 students enrolled in one or more dual credit/dual enrollment courses
Fall 2019: 959 students enrolled in one or more dual credit/dual enrollment courses
Fall 2018: 1,019 students enrolled in one or more dual credit/dual enrollment courses

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| **Strategy 1:** ADVANCED ACADEMICS: Use data (Class grades, AP Potential, MAP scores) to identify and recruit students demonstrating ability to be successful in rigorous course work to participate in dual credit (HCC) and dual enrollment (OnRamps) programs<br>**Strategy's Expected Result/Impact:** Increase in the number of students enrolling in dual credit and dual enrollment courses for the 2020-2021 school year<br>**Staff Responsible for Monitoring:** Director of Advanced Academics, Director of Guidance and Counseling | **Nov** 10%<br>**November Evidence of Progress**<br>This will occur in the spring semester. Starting course enrollment processes.<br>**Jan** 65%<br>**January Evidence of Progress**<br>Process for course selection underway for 2021-22.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 2:** ADVANCED ACADEMICS: Write district Pre-AP curriculum to strengthen the rigor and vertical alignment of and student success in advanced courses (AAC, formerly Pre-AP, and AP)<br>**Strategy's Expected Result/Impact:** Committee will set a definition for advanced courses that contains learning expectations and course elements that can be clearly articulated to all stake holders<br>**Staff Responsible for Monitoring:** Director of Advanced Academic Studies | **Nov** 80%<br>**November Evidence of Progress**<br>Pre-AP curriculum in MS courses completed.<br>**Jan** 90%<br>**January Evidence of Progress**<br>Finalizing 4th nine weeks curriculum now in itslearning.<br>**Mar**<br>**March Evidence of Progress** |

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| **Strategy 3:** ADVANCED ACADEMICS: Ensure every student enrolled in an Advanced Placement course is aware of utilizes online supports (Khan Academy, Shmoop, Digital Dashboard) in course work and test preparation<br>**Strategy's Expected Result/Impact:** Students will show an increase in success on outside test sources and monitor usage to develop a baseline.<br>**Staff Responsible for Monitoring:** Director of Advanced Academic Studies | **Nov** — **November Evidence of Progress**<br> <br>Shmoop and Khan Academy usage reports. Campus communications.<br>**Jan** — **January Evidence of Progress**<br> <br>Schmoop and Khan Academy usage reports<br>Communications on CCMR data<br>**Mar** — **March Evidence of Progress** |
| **Strategy 4:** ADVANCED ACADEMICS: Identification of academically talented children through Talent Search by providing resources, enrichment activities, and support to ensure students reach their highest potential<br>**Strategy's Expected Result/Impact:** Increase the number of students who participate in the DUKE TIP Program<br>**Staff Responsible for Monitoring:** Director of Advanced Academic Studies | **Nov** — **November Evidence of Progress**<br> <br>Duke Tip program was cancelled this year.<br>**Jan** — **January Evidence of Progress**<br> <br>Canceled indefinitely.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 5:** ADVANCED ACADEMICS: Participate in CollegeBoard PreAP Pilot at two high schools<br>**Strategy's Expected Result/Impact:** Increase the number of students enrolling in AP courses at each campus<br>**Staff Responsible for Monitoring:** Director of Advanced Academics Studies | **Nov** — **November Evidence of Progress**<br> <br>Waiting on spring enrollment data for AP classes.<br>**Jan** — **January Evidence of Progress**<br> <br>Course enrollment processes have begun for 2021-22.<br>**Mar** — **March Evidence of Progress** |

**Strategy 6:** Math (9-12) In partnership with SHS and to prepare for new preAP curriculum in high school in 2020-21, we will design systems and structures to support student success in preAP mathematics

**Strategy's Expected Result/Impact:** Decrease the % of dropouts from preAP to Academic in SHS mathematics courses by 25%.

**Staff Responsible for Monitoring:** Director of Mathematics

**Nov**

**November Evidence of Progress**

We collected data. We are working with campus to create next steps.

**Jan**

**January Evidence of Progress**

Shared baseline data with campus as a basis for needed changes as we transition from preAP to AAC curriculum. Second semester data shows improvement over baseline year. Teachers are having conversations about changes that will support greater student success. We will develop a concrete plan next.

**Mar**

**March Evidence of Progress**




No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 1:** SCHOOL CONNECTEDNESS: By June 2021, the % of SBISD students who feel connected as both individuals and learners will increase by at least 2 points.

**Evaluation Data Sources:** Panorama Survey
2020: Not Rated due to COVID
2019: 65% School Connectedness Multiple Measure
2018: 63% School Connectedness Multiple Measure

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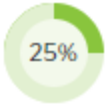
| **Strategy 1:** COUNSELING/STUDENT SUPPORT: SBISD will provide the CharacterStrong curriculum for elementary and middle school campuses to facilitate to influence student/teacher connectedness and student/teacher efficacy<br>**Strategy's Expected Result/Impact:** Increased Panorama scores denoting improved student-teacher connectedness and relationships<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** — **November Evidence of Progress**<br> <br>Elementary campuses were trained in August on program implementation. Lessons for student and staff re-entry were developed and shared with campuses for facilitation.<br>**Jan** — **January Evidence of Progress**<br> <br>Training was held with Panorama to review the results of the SEL survey that was sent out last semester. Counselors were trained on how to use the survey results to plan their guidance support; System of Care was trained to support the teachers and individual students in a proactive way.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** FINE ARTS: Provide middle school students who have an interest in art to expand their personal art portfolio in preparation for Advanced Placement Art courses<br>**Strategy's Expected Result/Impact:** Every middle school will participate in the 8th grade portfolio review process<br>**Staff Responsible for Monitoring:** Director of Fine Arts | **Nov** — **November Evidence of Progress**<br>  <br>Students have begun to accumulate work through class projects, and extra curricular contests to add to their portfolio. This is the very beginning of this process.<br>**Jan** — **January Evidence of Progress**<br> <br>Students have continued to accumulate work through class projects, and extra curricular contests to add to their portfolio. Students have now completed Rodeo Art Work and are beginning their pieces for Jr Vase and end of year spring shows.<br>**Mar** — **March Evidence of Progress** |

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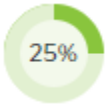
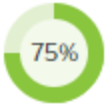
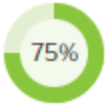
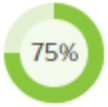
| **Strategy 3:** FINE ARTS: Expand opportunities to showcase student performance and artwork across the district and city.<br>**Strategy's Expected Result/Impact:** 90% of students art work exhibited at the Secondary Spring Show (AYAM) and Geocache Scavenger Hunt; 90% of students participate at Don Coleman Coliseum art auction<br>**Staff Responsible for Monitoring:** Director of Fine Arts | **Nov** **November Evidence of Progress**<br>  <br>Visual Art - District Art rotation is up and available for view at most district facilities including the Admin Building. We will next look to showcase our rodeo art work both in our museum and in an online e-gallery. * Performing Art - Have just begun to film performances for live streaming events beginning in December<br>**Jan** **January Evidence of Progress**<br> <br>Visual Art - District Art rotation is up and available for view at most district facilities including the Admin Building. We are are now on our second rotation of artwork which now includes our Rodeo Pieces. We are in the final preparations for several virtual art shows that will be available for the public to view in the next few weeks.<br>**Mar** **March Evidence of Progress** |
| **Strategy 4:** HEALTH FITNESS: Provide more opportunities for student engagement and school connectedness by expanding the cheerleading squads to include 9th grade boys and girls<br>**Strategy's Expected Result/Impact:** All high schools will add freshmen to their JV cheerleading squads.<br>**Staff Responsible for Monitoring:** Director of Health Fitness | **Nov** **November Evidence of Progress**<br>  <br>Three of the high schools were able to add freshmen to their JV cheerleading squad at the beginning of the school year; NHS has not added freshmen as of yet, due to not having another sponsor. Will add freshmen in the spring.<br>**Jan** **January Evidence of Progress**<br>  <br>Cheerleader tryouts will be occurring in March, including NHS who did not have JV squad this year.<br>**Mar** **March Evidence of Progress**<br>  |

**Strategy 5:** PRE-KINDERGARTEN: Increase a family's ability to support student achievement by providing access to the Ready Rosie parent engagement application and Istation Home, high quality software to enhance the home learning experience - Circle Progress Monitoring.

**Strategy's Expected Result/Impact:** Increase Ready Rosie Parent Usage rates.
Istation Home - establish baseline 2020-2021

2019-2020 - No data Covid
2018-2019 - 1017 families

**Staff Responsible for Monitoring:** Director of Pre-Kindergarten

**Nov**

**November Evidence of Progress**

Purchased Istation and Ready Rosie for home use. Included both in Virtual Curriculum Opportunities, Trained Teachers on Virtual Curriculum, Increased teacher targeted use of both.

**Jan**

**January Evidence of Progress**

Ready Rosie usage increased by over 1000 families in the spring, but our current usage is down from last year. We are planning several strategies to increase usage including: contacting parents that have not responded, incentives for teachers to share playlists, contest for increased enrollment, and PD for teachers on using program.

**Mar**

**March Evidence of Progress**

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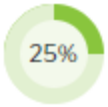
**Strategy 6:** SCIENCE/STEM: Expand opportunities for elementary-aged students to explore STEM career fields

**Strategy's Expected Result/Impact:** Hold Girlstart, STEM Conference, and STEM Fair events

**Staff Responsible for Monitoring:** Director of Science, Director of Educational Technology

**Nov**




**November Evidence of Progress**

Girlstart has held 3 sessions afterschool with 4 campuses.

**Jan**

**January Evidence of Progress**

Girlstart has held 2 more sessions after school for campuses. SBAI completed their science fair.

**Mar**

**March Evidence of Progress**

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**Strategy 7:** ADVANCED ACADEMICS: Design student enrichment experiences with summer camps: Heroes, CMA, and CIS that academically challenges and socially engages students

**Strategy's Expected Result/Impact:** Increase by 25% the number of students accepted to each summer camp program; 25% increase in student attendance

**Staff Responsible for Monitoring:** Director of Advanced Academic Studies

**Nov**

**November Evidence of Progress**

Waiting on summer enrollment numbers.

**Jan**

**January Evidence of Progress**

Have started updating all documents and registration forms; have turned in detailed overview to Central Admin.

**Mar**

**March Evidence of Progress**

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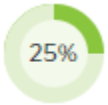
| **Strategy 8:** STUDENT SUPPORTS: Remove barriers to enrollment for homeless students by providing school of origin transportation, resources, tutorials, mentoring, and progress/attendance monitoring<br>**Strategy's Expected Result/Impact:** Academic success of students being served under the McKinney-Vento Act<br>**Staff Responsible for Monitoring:** Director of External Funding and Compliance<br>**Results Driven Accountability** | **Nov** — **November Evidence of Progress**<br>  <br>Emails, meeting notes, parent/student call logs.<br>**Jan** — **January Evidence of Progress**<br> <br>Emails, meeting notes, parent/student call logs, resource rosters, home visit logs.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 2:** COUNSELING: 100% of 8th graders will have an informed four-year plan and 80% of 11th graders will have a preliminary post-secondary plan.

**Evaluation Data Sources:** Naviance Reports, Skyward Reports

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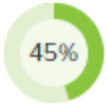
| **Strategy 1:** COUNSELING: SBISD will implement Course Planner at all Middle Schools and all 8th graders will complete a 4 Yr. Plan in Naviance<br>**Strategy's Expected Result/Impact:** Naviance reports on completed 4 year plans for 8th grade students<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov**<br> <br>**November Evidence of Progress**<br>All campuses have been trained on Course Planner and have begun the planning phase of the process. Some materials have been developed, with others currently in the making. Currently we are waiting for the course catalog to be approved and then we will begin facilitating the process with students.<br>**Jan**<br> <br>**January Evidence of Progress**<br>High school counselors are supporting middle school counselors in putting courses into course planner.<br>**Mar**<br> <br>**March Evidence of Progress** |
| **Strategy 2:** COUNSELING: SBISD will develop a systematic course selection process aligned to students Programs of Study, endorsements, postsecondary aspirations.<br>**Strategy's Expected Result/Impact:** Completed four-year plans recorded in Naviance Course Planner for each student; Course selection process which aligns courses with post-secondary preparation and careers<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov**<br>  <br>**November Evidence of Progress**<br>All materials are being developed to begin the implementation in the Spring. Each campus has been trained and is currently developing a schedule for roll out.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Students used the developed materials in the course selection process. Materials concerning programs of study were used in the course selection process.<br>**Mar**<br>**March Evidence of Progress** |

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| **Strategy 3:** COUNSELING: The Guidance and Counseling Department will work with CTE, fine arts and other academic departments to develop materials that promote programs and courses that align with all district offered Programs of Study.<br>**Strategy's Expected Result/Impact:** Piloted college career course in middle school; Materials developed to market program opportunities at each campus and the course selection process; Evidence of student planning process in Skyward<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** **November Evidence of Progress**<br> <br>The course is being held and students will be completing the course with additional exposure the planning around college and career. Materials are being developed by CTE and the Guthrie Center.<br>**Jan** **January Evidence of Progress**<br> <br>Marketing materials developed by CTE and fine arts departments to support students in successfully picking courses. Course continues to be limited to two original campuses. Covid, budget, and staff requiring a slower than anticipated expansion.<br>**Mar** **March Evidence of Progress** |
| **Strategy 4:** COUNSELING: 100% of Juniors will complete a preliminary post-secondary plan by the end of the school year.<br>**Strategy's Expected Result/Impact:** Completed preliminary post-secondary plan recorded in Naviance for every junior-level student<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** **November Evidence of Progress**<br> <br>Students will meet in the spring with their Juniors to develop a plan for post-secondary readiness.<br>**Jan** **January Evidence of Progress**<br> <br>Counselors at each campus have met with students and had some discussion about their postsecondary plan.<br>**Mar** **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 3:** COUNSELING/STUDENT SUPPORT: SBISD will increase staff and parent efficacy around mental health awareness and student support through ongoing professional learning.

**Evaluation Data Sources:** Community partnerships; Training materials; Staff and parent professional development opportunities

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| **Strategy 1:** COUNSELING/STUDENT SUPPORT: A Mental Health Resource Guide will be developed for campuses and a Mental Health Newsletter Series will be created and disseminated to the parents and community<br>**Strategy's Expected Result/Impact:** Published Mental Health Resource Guide ; Mental Health Newsletters published and disseminated every 6 to 9 weeks.<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** — **November Evidence of Progress**<br> <br>The mental health resource guide is currently in the development stage with the next step being the plan to make public. The Mental Health Newsletter, A Moment in Mental Health" which focused on supporting student mental health needs has been published .<br>**Jan** — **January Evidence of Progress**<br> <br>The mental health resource guide is currently in the development stage with the next step being the plan to make public. The Mental Health Newsletter, A Moment in Mental Health" which focused on supporting student mental health needs has been published .<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** COUNSELING/STUDENT SUPPORT: The Guidance and Counseling Department, in partnership with health and wellness departments, will host a Mental Health and Wellness Fair for the SBISD community<br>**Strategy's Expected Result/Impact:** Increased awareness of mental health needs and connect staff, parents and the community to local mental health supports and resources<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** — **November Evidence of Progress**<br> <br>Meetings are being held with local Mental Health partners to discuss the possibility of hosting a mental health fair, pending COVID percentages.<br>**Jan** — **January Evidence of Progress**<br> <br>We have hosted sessions on campuses, for Parent U's and evening events for the campuses.<br>**Mar** — **March Evidence of Progress** |

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| **Strategy 3:** COUNSELING/STUDENT SUPPORT: Trauma training will be provided to counselors who will train campus staff at the beginning of the year and also provide mental health supports to students who have experienced trauma.<br>**Strategy's Expected Result/Impact:** Increased efficacy of counselors regarding their skills in supporting students experiencing mental health needs related to trauma;<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** **November Evidence of Progress**<br> <br>Trauma training has been hosted in 2 full day sessions with Heather Lambert and all counselors have been trained. Campuses have been given training and a presentation to train their staff at the beginning of the year.<br>**Jan** **January Evidence of Progress**<br> <br>Trauma training has been hosted in 2 full day sessions with Heather Lambert and all counselors have been trained. Campuses have been given training and a presentation to train their staff at the beginning of the year.<br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 4:** COUNSELING/STUDENT SUPPORT: An SEL re-entry plan will be developed and utilized at each campus to support student and staff re-entry into the district after COVID closure.<br>**Strategy's Expected Result/Impact:** Increased resiliency and emotional stability of staff and students as they transition into the academic setting after COVID closure.<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** **November Evidence of Progress**<br> <br>Grade level SEL re-entry plans were developed for both students and staff. Both were implemented at the beginning of the school year. On-going SEL lessons are being facilitated as the year continues.<br>**Jan** **January Evidence of Progress**<br> <br>On-going SEL lessons are being facilitated as the year continues.<br>**Mar** **March Evidence of Progress**<br> |

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| **Strategy 5:** COUNSELING/STUDENT SUPPORT: In partnership with safety and security and other mental health partners, the Guidance and counseling department will develop and implement a virtual suicide/crisis protocol<br>**Strategy's Expected Result/Impact:** Development and implementation of a process and protocol for campuses to follow when they encounter students in crisis or students threatening suicide<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support | **Nov** 100%<br>**November Evidence of Progress**<br>Trauma training has been hosted in 2 full day sessions with Heather Lambert and all counselors have been trained. Campuses have been given training and a presentation to train their staff at the beginning of the year.<br>**Jan** 100%<br>**January Evidence of Progress**<br>Trauma training has been hosted in 2 full day sessions with Heather Lambert and all counselors have been trained. Campuses have been given training and a presentation to train their staff at the beginning of the year.<br>**Mar** 100%<br>**March Evidence of Progress** |
| **Strategy 6:** COUNSELING/STUDENT SUPPORT: SBISD will coordinate with CIS, CYS, and other social service and mental health providers to ensure that the social-emotional needs of students are addressed at each school<br>**Strategy's Expected Result/Impact:** Ensure MOU agreements between SBISD and partnering organizations align with current needs of SBISD students and review annual reports from partnering organizations for demonstrated impact<br>**Staff Responsible for Monitoring:** Director of Guidance and Counseling | **Nov** 40%<br>**November Evidence of Progress**<br>Meetings with district personnel are occurring quarterly. During these meetings, we discuss how to synchronize efforts to ensure that student needs are being met.<br>**Jan** 80%<br>**January Evidence of Progress**<br>All partners are continuing with only a few additional partnerships being added to meet student health needs.<br>**Mar**<br>**March Evidence of Progress** |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 4:** SYSTEM OF CARE: 100% of campuses will implement Positive Behavioral Intervention Strategies to support the needs of students exhibiting at-risk behavior and tier 1, 2 and 3 behaviors.

**Evaluation Data Sources:** Training materials, requests for services, training rosters, menu of services requests/data by campus

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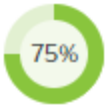
| **Strategy 1:** SYSTEM OF CARE: Provide year-long Positive Behavior Intervention Supports (PBIS) implementation at six campuses.<br>**Strategy's Expected Result/Impact:** Increase staff knowledge and usage of PBIS strategies; Decrease the number of students being removed from first-line instruction due to office referral or suspension; Decrease number student assigned to the DAEP for discretionary placement<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches | **Nov** **November Evidence of Progress**<br> <br>Six campuses have been selected and have begun the foundational meetings to understand the PBIS framework. Each campus has met with Gloria Cooper to discuss<br>**Jan** **January Evidence of Progress**<br>  <br>We have achieved buy-in for all six campuses, leadership teams have discussed the process and planned for implementation.<br>**Mar** **March Evidence of Progress** |
| **Strategy 2:** SYSTEM OF CARE: Implement a System of Care online request process to inform training and campus support decisions<br>**Strategy's Expected Result/Impact:** Increased alignment of campus and students supports due to data driven , informed decisions based on requests<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches | **Nov** **November Evidence of Progress**<br> <br>The system of care request process was developed, assistant principals were trained and it was implemented.<br>**Jan** **January Evidence of Progress**<br> <br>The system of care request process was developed, assistant principals were trained and it was implemented.<br>**Mar** **March Evidence of Progress**<br> <br>SOC continues to monitor and support new process |

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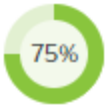
| **Strategy 3:** SYSTEM OF CARE: Facilitate targeted Campus Behavior Team training and support for elementary campuses in grades K-2<br>**Strategy's Expected Result/Impact:** Increased teacher efficacy in management of students with behavioral challenges<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches | **Nov**<br> <br>**November Evidence of Progress**<br>Training was held on July 22 and 23, 2020. At least one K-2 teacher on each campus was trained by the PBIS consultant, Gloria Cooper, to be able to support high needs students.<br>**Jan**<br> <br>**January Evidence of Progress**<br>SOC continues to monitor and support schools ; regular collaboration with Gloria Cooper.<br>**Mar**<br> <br>**March Evidence of Progress**<br>SOC continues to monitor and support schools ; regular collaboration with Gloria Cooper. |
| **Strategy 4:** SYSTEM OF CARE: Provide a multi-tiered system of supports for students who transition into the ESSP program and partner to facilitate a restorative practice protocol upon return<br>**Strategy's Expected Result/Impact:** Increased partnerships between school teams and Care Coaches to ensure staff training needs are met and student BIPs are implemented with fidelity<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; Care Coaches | **Nov**<br> <br>**November Evidence of Progress**<br>Care Coaches have met with all campuses to discuss program needs and are continuously on campuses providing support<br>**Jan**<br>  <br>**January Evidence of Progress**<br>Care coaches work in alignment with behavior interventionists to meet the needs of students on the campus.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 5:** SYSTEM OF CARE: Provide students who have a "first time" alcohol and marijuana code of conduct violation with an intervention program with optional follow-up for additional support services<br>**Strategy's Expected Result/Impact:** Decrease number of students placed at DAEP for drug/alcohol violations<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; AMP Facilitator | **Nov**<br> <br>**November Evidence of Progress**<br>Administrators were trained on the AMP program updates, and the referral and services process has been implemented.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Students who are first time offenders are being placed in AMP. Council on Recovery counselors are supporting students while in AMP in hopes of transitioning them into the Choices program.<br>**Mar**<br> <br>**March Evidence of Progress**<br>continued implementation of AMP |

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| **Strategy 6:** SYSTEM OF CARE: Partner with the Council on Recovery to support AMP students and high school campuses with substance use supports and groups<br>**Strategy's Expected Result/Impact:** Decrease in the recidivism of student use leading to DAEP placement after completing AMP<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of Counseling; AMP Facilitator | **Nov** **November Evidence of Progress**<br> <br>A bi-weekly meeting is held between district staff and the Council on Recovery to discuss progress and plan around barriers to student participation. The Council on Recovery is attending one of the AMP student sessions to increase the student participation by developing relationships during the training process.<br>**Jan** **January Evidence of Progress**<br> <br>The council is going onto campuses to provide support groups for students who have completed AMP successfully.<br>**Mar** **March Evidence of Progress** |
| **Strategy 7:** SYSTEM OF CARE: Partner with the Council on Recovery to provide staff and parent training and support related to alcohol, marijuana, and substance use<br>**Strategy's Expected Result/Impact:** Increase the wrap-around supports between school , home and community for students struggling with alcohol and substance use<br>**Staff Responsible for Monitoring:** Director of Counseling and Student Support; Coordinator of System of Care; AMP Facilitator | **Nov** **November Evidence of Progress**<br> <br>Sessions have been held for staff in the area of Mindfulness and Substance Use.<br>**Jan** **January Evidence of Progress**<br> <br>Staff and parent trainings have been held to increase awareness and supports related to mental health<br>**Mar** **March Evidence of Progress**<br> <br>Staff and parent trainings have been held to increase awareness and supports related to mental health |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 5:** SPECIAL EDUCATION: Implement plan to transition more students who are in a Structured Behavior Support (AB program) classroom to a more inclusive setting (PASS program).

**Evaluation Data Sources:** Special Education ARD data available in SuccessEd;
2020-2021: Establish baseline data

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| **Strategy 1:** AB/PASS UNITS: Train and support all deans and teachers who provide instruction in the SBS units on essential components of structured behavioral support and strategies that support inclusive practices.<br>**Strategy's Expected Result/Impact:** Behavioral progress notes will be reviewed during monthly meetings with Coordinator, Facilitator, Dean and Teachers.<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** — **November Evidence of Progress**<br>35%<br>All deans and teachers had initial training at the beginning of the school year. Continued follow-up training is currently being provided.<br>**Jan** — **January Evidence of Progress**<br>50%<br>Bi-weekly meetings are being held with each campus. Monthly meetings for Deans are ongoing.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** SPECIAL EDUCATION: Provide behavior support to campuses for students with disabilities and their families throughout the year<br>**Strategy's Expected Result/Impact:** Improved classroom management techniques for all students, especially those with Behavior Intervention Plans<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** — **November Evidence of Progress**<br>25%<br>Central Special Education provide ongoing support to students with behavioral difficulties.<br>**Jan** — **January Evidence of Progress**<br>50%<br>Bi-weekly meetings are being held with each campus. Monthly meetings for Deans are ongoing.<br>**Mar** — **March Evidence of Progress** |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 6:** DYSLEXIA: Increase the number of students identified to receive dyslexia services in grades K & 1 and LEP students by 20%

**Evaluation Data Sources:** Skyward data:
2020: 43 K-1 and 186 LEP students served out of 1011 dyslexia students
2019: 21 K-1 and 151 LEP students served out of 981 dyslexia students
2018: 15 K-1 and 154 LEP students served out of 915 dyslexia students

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| **Strategy 1:** Train elementary teachers and administrators on identifying signs of dyslexia and dyslexia screening protocols, especially among our bilingual student population.<br>**Strategy's Expected Result/Impact:** Increase in data-informed dyslexia referrals coming from the SSC process<br>**Staff Responsible for Monitoring:** Lead Dyslexia Intervention Specialist | **Nov** — **November Evidence of Progress**<br>30%<br>Sent notification to principals via SuperNotes to coordinate with campus specialist to deliver training. Training is prepared and ready to be delivered.<br>**Jan** — **January Evidence of Progress**<br>60%<br>Completed screening of 1st grade students in the fall. Currently rescreening those students. In addition we are screening 2nd graders who were not screened as first graders last year due to the pandemic.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** Incorporate early identification for dyslexia into Student Support Committee (SSC) data collection and analysis processes<br>**Strategy's Expected Result/Impact:** Increase in data-informed dyslexia referrals coming from the SSC process<br>**Staff Responsible for Monitoring:** Director of Intervention Services, Lead Dyslexia Intervention Specialist | **Nov** — **November Evidence of Progress**<br>40%<br>Campus dyslexia screening and SSC training underway. Processes for inclusion are built out.<br>**Jan** — **January Evidence of Progress**<br>65%<br>Campus supports/training provided by Director of Interventions, Lead Dyslexia Specialists and campus dyslexia specialists.<br>**Mar** — **March Evidence of Progress** |

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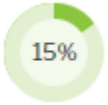
| **Strategy 3:** Revise implementation and monitor processes for Dyslexia screening for students in grades K & 1 at all elementary schools and provide campus trainings and support.<br>**Strategy's Expected Result/Impact:** Effective screening and appropriate interventions in place for K-1 students;<br>Data on screening and intervention will be entered into Skyward.<br>**Staff Responsible for Monitoring:** Director of Intervention Services; Lead Dyslexia Intervention Specialist | **Nov** — **November Evidence of Progress**<br> <br>Screening process and training has been revised and first round of training delivered.<br>**Jan** — **January Evidence of Progress**<br> <br>Process revised and all campuses trained.<br>**Mar** — **March Evidence of Progress**<br> |
| **Strategy 4:** Ensure collaboration occurs quarterly among Humanities, Special Education, Dyslexia, Multilingual, and campus teams to improve identification processes for bilingual students.<br>**Strategy's Expected Result/Impact:** Increase the number of bilingual and LEP students identified for dyslexia testing and qualifying for dyslexia services.<br>**Staff Responsible for Monitoring:** Executive Director of Student Support Services, Executive Director of Academic Services | **Nov** — **November Evidence of Progress**<br>  <br>In early planning phases to do work beyond required screening.<br>**Jan** — **January Evidence of Progress**<br> <br>List of target campuses created and support plan developed. Campuses supports for the process will be in place in February.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 7:** MENTORING PROGRAMS: Continue to support and retain current mentor/mentee matches during the 2020-2021 school year.

**Evaluation Data Sources:** Mentor Match Database, Beginning of the year, mid-year and year end mentor surveys; End of year mentee surveys

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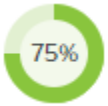
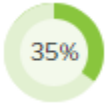
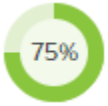
| **Strategy 1:** Develop and Implement Mentor Program trainings and mentor retention strategies<br>**Strategy's Expected Result/Impact:** Retain mentors previously recruited from the prior school year, support mentor coordinator efforts to connect mentees with mentors, provide training for mentors and mentor coordinators on current mentoring options<br>**Staff Responsible for Monitoring:** Coordinator for Community Services and Mentoring Programs | **Nov** **November Evidence of Progress**<br> <br>Supporting mentoring coordinators by providing reports such as transition lists and in person and virtual mentee and match lists. Conducted a mentor coordinator training in November.<br>**Jan** **January Evidence of Progress**<br>  <br>Continue to support mentor coordinators by assisting them with mentor and mentee email communication through our district mentor email as well as answering any mentor questions or concerns. Provide mentor coordinators with list of mentor and active mentee matches from their campus.<br>**Mar** **March Evidence of Progress** |
| **Strategy 2:** Develop and Implement communications plan for SpringBoard to better; inform, support and guide mentors<br>**Strategy's Expected Result/Impact:** Continue Mentoring Matters Newsletter, Mentor surveys to measure quality of campus and district support and mentoring presence in Top Ten and District social media<br>**Staff Responsible for Monitoring:** Coordinator for Community Services and Mentoring Programs | **Nov** **November Evidence of Progress**<br>  <br>Strategic communication to mentors through a variety platforms such as: October Mentoring Matters Newsletter, November Mentor U, BOY Surveys, district email messages from mentors to mentee. Mentor Partner stories shared through district website and Top 10.<br>**Jan** **January Evidence of Progress**<br>  <br>Continue communication with mentors to inform and support them through: January Mentoring Matters newsletter, January Mentor U, Leverage district social media for national mentoring month, Mentor surveys in December, Mentor Partner Stories shared through district website and Top 10.<br>**Mar** **March Evidence of Progress** |

**Strategy 3:** Expand resources and experiences for mentor and mentee matches to strengthen relationships

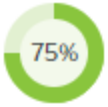
**Strategy's Expected Result/Impact:** Mentor U experiences, newsletters with research based articles on mentoring, coordinate communication between mentor and mentees

**Staff Responsible for Monitoring:** Coordinator for Community Services and Mentoring Programs

**Nov** — **November Evidence of Progress**

Conducted Mentor U via Zoom in November Currently, planning for the January Mentor U Zoom meeting. District message to mentors with resources from mentoring relationships during the COVID-19 pandemic, messages of gratitude, and district updates will be sent. Mentor Matters newsletter distributed in October and plans for the next newsletter are underway.

**Jan** — **January Evidence of Progress**




Sent thank you message to mentors with information on how to mentor during a pandemic and tips to better communicate with mentees through text. Also hosted Mentor U via Zoom in January, electronically distributed Mentoring Matters in January sending thankful message from SBISD Superintendent to mentors and recognizing long standing mentoring. A final Mentoring Matters Newsletter will be distributed before the end of the school year.

**Mar** — **March Evidence of Progress**




No Progress

Accomplished

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**Goal 3:** STUDENT SUPPORT. Every SBISD student will benefit from an aligned system that supports his/her academic and social-emotional needs

**Performance Objective 8:** COMMUNITY LITERACY PARTNERSHIPS: Sustain, deepen and develop ReadSBISD programming to meet district goals and needs

**Evaluation Data Sources:** Qualitative and quantitative data from program participants and Academics and Student Supports teams

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| **Strategy 1:** Develop a centrally-supported virtual Reading Buddies model<br>**Strategy's Expected Result/Impact:** Develop program parameters and adapt training manual and model; Number of virtual Reading Buddies<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** — **November Evidence of Progress**<br>45%<br>The virtual Reading Buddies model was developed. However, at this time due to LearnSBISD volunteer restrictions, this work is pending approval of virtual engagement protocols.<br>**Jan** — **January Evidence of Progress**<br>45%<br>The virtual Reading Buddies model was developed. However, at this time due to LearnSBISD volunteer restrictions, this work is pending approval of virtual engagement protocols.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** Pilot virtual Reading Buddies and, based on success of pilot, expand to schools identified as having or wanting a reading tutoring program<br>**Strategy's Expected Result/Impact:** Student Reading Data, Tutor evaluations, Tutee pre- and post-evaluations, number of schools and students served, and number of virtual tutors engaged<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** — **November Evidence of Progress**<br>0%<br>At this time due to LearnSBISD volunteer restrictions, this work is pending approval of virtual engagement protocols.<br>**Jan** — **January Evidence of Progress**<br>0%<br>At this time due to LearnSBISD volunteer restrictions, this work is pending approval of virtual engagement protocols.<br>**Mar** — **March Evidence of Progress** |

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| **Strategy 3:** Develop and pilot a virtual career readers program to support the district's literacy focus, T-2-4 goal, and community engagement efforts<br>**Strategy's Expected Result/Impact:** Number of career videos developed; Number of website clicks to video library.<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** 10%<br>**November Evidence of Progress**<br>The planning for the virtual career readers program is in the early stages of development.<br>**Jan** 15%<br>**January Evidence of Progress**<br>Planning has continued but due to feedback from content area leaders the program is on hold.<br>**Mar** 0%<br>**March Evidence of Progress** |
| **Strategy 4:** Sustain programming in partnership with the Barbara Bush Houston Literacy Foundation<br>**Strategy's Expected Result/Impact:** Sustain Reading RoundUp and My Home Library programs at participating schools.<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteers | **Nov** 50%<br>**November Evidence of Progress**<br>My Home Library program will be completed at Treasure Forest ES by the end of November. The Reading RoundUp program is on hold due to LearnSBISD volunteer restrictions, this work is pending approval of virtual engagement protocols.<br>**Jan** 75%<br>**January Evidence of Progress**<br>The Treasure Forest ES My Home Library was successfully completed in November. Hollibrook ES is in the planning stages of spring My Home Library. We are also in the early stages of planning for a Barbara's Book Box at Treasure Forest ES.<br>**Mar** 0%<br>**March Evidence of Progress** |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 4:** SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

**Performance Objective 1:** CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees on each campus.

**Evaluation Data Sources:** Campus Safety Committee rosters from each campus.

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| **Strategy 1:** Establish Campus Safety Committees on each campus composed of a cross section of stake holders to look at matters related to campus safety<br>**Strategy's Expected Result/Impact:** Each Campus principal will recruit a safety team and provide a roster;<br><br>Each campus team will meet three times/year so that all campuses will be able to refine safety practices<br>**Staff Responsible for Monitoring:** Associate Superintendent of Administration, Director of Safety and Security | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>Half of the schools have a safety committee team established.<br><br>**January Evidence of Progress**<br>All schools have a safety committee team established.<br><br>**March Evidence of Progress** |
| **Strategy 2:** Inform principals via e-mail and presentation that campus safety committees will be required on each campus<br><br>**Strategy's Expected Result/Impact:** 100% of schools will have an established safety committee<br>**Staff Responsible for Monitoring:** Director of Safety and Security | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>Completed in August.<br><br>**January Evidence of Progress**<br><br>**March Evidence of Progress** |

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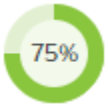
| **Strategy 3:** Collaborate with district departments to address safety needs as they occur on individual campuses<br>**Strategy's Expected Result/Impact:** Each responsible department will address safety needs in a timely manner for each individual campus<br>**Staff Responsible for Monitoring:** Director of Safety and Security; Principals | **Nov** **November Evidence of Progress**<br>Ongoing as needs arise. Due to the pandemic, these safety needs have increased.<br>**Jan**   **January Evidence of Progress**<br>Ongoing as needs arise. Due to the pandemic, these safety needs have increased.<br>**Mar** **March Evidence of Progress** |

  No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

**Performance Objective 2:** DISTRICT SAFETY COMMITTEE: In compliance with Senate Bill 11, establish a District level safety committee that will consider safety issues throughout the district.

**Evaluation Data Sources:** District Safety Committee Roster and minutes from meetings.

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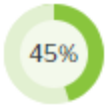
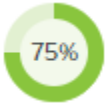
| **Strategy 1:** Develop a District Safety Committee comprised of district stake holders and emergency responders as required by SB 11<br>**Strategy's Expected Result/Impact:** Maintain committee roster in the District Emergency Operation Plan; meet at least 3 times per year<br>**Staff Responsible for Monitoring:** Chief of Police | **Nov** <br>**November Evidence of Progress**<br>District Safety Committee met in August.<br>**Jan**  <br>**January Evidence of Progress**<br>The second District Safety Committee will meet in February.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 2:** Develop and refine procedures for small and large scale emergencies<br>**Strategy's Expected Result/Impact:** Procedures documented in EOP<br>**Staff Responsible for Monitoring:** Chief of Police | **Nov**  <br>**November Evidence of Progress**<br>EOP went out to all campuses in August. EOPs are being updated on an ongoing basis as we receive more information from the Texas School Safety Center.<br>**Jan** <br>**January Evidence of Progress**<br>EOPs are updated.<br>**Mar** <br>**March Evidence of Progress** |

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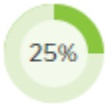
| **Strategy 3:** The District Safety Committee will review findings from the HCDE school safety audits<br>**Strategy's Expected Result/Impact:** Address areas of need as a result of campus safety audits<br>**Staff Responsible for Monitoring:** Chief of Police, Director of Safety and Security, Safety and Risk Manager | **Nov** — **November Evidence of Progress**<br>  <br>Received the HCDE school safety audits and May. We are currently reviewing and addressing deficiencies. This will be a two-year process.<br>**Jan** — **January Evidence of Progress**<br> <br>We are working on the distribution of individual campus reports to the safety committees.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 4:** Develop new partnerships or streamline existing partnerships with community and county emergency organizations to ensure inter-agency cooperation in the event of a large-scale emergency<br>**Strategy's Expected Result/Impact:** Regularly meet with partners; procedures documented in EOP<br>**Staff Responsible for Monitoring:** Chief of Police | **Nov** — **November Evidence of Progress**<br> <br>EOP addresses these new partnerships. EOP was completed in August.<br>**Jan** — **January Evidence of Progress**<br> <br>**Mar** — **March Evidence of Progress**<br> |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

**Performance Objective 3:** EMERGENCY OPERATIONS: Develop District and Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures for all campuses and departments.

**Evaluation Data Sources:** District and campus emergency operation procedures documents for each campus.

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| **Strategy 1:** Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation<br>**Strategy's Expected Result/Impact:** All campus EOPs turned in and filed by September 1st<br>**Staff Responsible for Monitoring:** Chief of Police, Safety and Risk Manager | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>All EOPS filed by deadline.<br>**January Evidence of Progress**<br>**March Evidence of Progress** |
| **Strategy 2:** Update campus EOPs annually and train staff at the start of each school year<br>**Strategy's Expected Result/Impact:** Campus procedures maintained in campus EOPs; staff training documents maintained; EOPs submitted by September 1st<br>**Staff Responsible for Monitoring:** Principals, safety officers, campus safety committees | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>All campuses have updated EOPs and staff were trained in August and September.<br>**January Evidence of Progress**<br>**March Evidence of Progress** |

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| **Strategy 3:** Collect and verify that each campus has developed and submitted Campus EOPs<br>**Strategy's Expected Result/Impact:** 100% of campus EOPs are filed and reviewed<br>**Staff Responsible for Monitoring:** Director of Safety and Security | **Nov** **November Evidence of Progress**<br> <br>All campus EOPS verified.<br>**Jan** **January Evidence of Progress**<br> <br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 4:** Develop, train, and communicate District-level Emergency Operations Procedures and annexes<br>**Strategy's Expected Result/Impact:** Standard operating procedures will allow individuals to function effectively during emergency situations<br>**Staff Responsible for Monitoring:** Chief of Police<br>Director of Safety and Security | **Nov** **November Evidence of Progress**<br> <br>EOPs are completed.<br>**Jan** **January Evidence of Progress**<br> <br>**Mar** **March Evidence of Progress**<br> |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

**Performance Objective 4:** REUNIFICATION: Refine procedures for reunification and communication during significant emergency events that require relocation and/or trauma support.

**Evaluation Data Sources:** Raptor pilot implementation results, reunification procedures booklets and instructions, and contract with Black Swan.

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| **Strategy 1:** Develop reunification procedures that align with best practices as outlined by the Texas School Safety Center and the I Love You Guys Foundation<br>**Strategy's Expected Result/Impact:** Written reunification procedures and assignments for departments such as Technology, Transportation, Food Services, etc. Communications Department updated crisis communications plan and templates for major and minor crisis situations<br>**Staff Responsible for Monitoring:** Director of Athletics | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>The reunification procedures are developed.<br>**January Evidence of Progress**<br>**March Evidence of Progress** |
| **Strategy 2:** Conduct reunification drill during the fall semester and complete an "after action review"<br>**Strategy's Expected Result/Impact:** Refine reunification drill procedures if needed<br>**Staff Responsible for Monitoring:** Director of Athletics | **Nov**<br> <br>**Jan**<br> <br>**Mar** | **November Evidence of Progress**<br>The reunification drill will be conducted in Spring 2021.<br>**January Evidence of Progress**<br>Due to the pandemic, we are still working on how to conduct a reunification drill with all of the staff members involved.<br>**March Evidence of Progress** |

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| **Strategy 3:** Use Raptor Technologies to facilitate the reunification process<br>**Strategy's Expected Result/Impact:** Conduct reunification drill to pilot and test feasibility of the Raptor system<br>**Staff Responsible for Monitoring:** Director of Athletics | **Nov** **November Evidence of Progress**<br> <br>The reunification drill will be conducted in Spring 2021.<br>**Jan** **January Evidence of Progress**<br> <br>Due to the pandemic, we are still working on how to conduct a reunification drill with all of the staff members involved.<br>**Mar** **March Evidence of Progress** |
| **Strategy 4:** Contract with Black Swan Emergency Management to support emergency response efforts<br>**Strategy's Expected Result/Impact:** Approved contract; written procedures established<br>**Staff Responsible for Monitoring:** Associate Superintendent for Community Relations | **Nov** **November Evidence of Progress**<br> <br>The contract with Black Swan Emergency Management was approved.<br>**Jan** **January Evidence of Progress**<br> <br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 5:** Update and refine SBISD Crisis Communications plan, to include Black Swan and an expanded database of crisis communications templates<br>**Strategy's Expected Result/Impact:** SBISD Crisis Communications Plan<br>**Staff Responsible for Monitoring:** Director for Communications | **Nov** **November Evidence of Progress**<br> <br>SBISD Crisis Communication Plan developed.<br>**Jan** **January Evidence of Progress**<br> <br>**Mar** **March Evidence of Progress**<br> |

**Strategy 6:** Attend standard response protocol training

**Strategy's Expected Result/Impact:** Refine reunification drills

**Staff Responsible for Monitoring:** Director of Safety and Security

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| **Nov** | **November Evidence of Progress** |
| 100% | All campus safety officers trained in standard response protocol. |
| **Jan** | **January Evidence of Progress** |
| 100% | |
| **Mar** | **March Evidence of Progress** |
| 100% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 4:** SAFE SCHOOLS. Every SBISD school and facility will ensure a safe and orderly environment.

**Performance Objective 5:** COVID-19 MITIGATION: Implement the health and safety portion of the LearnSBISD plan.

**Evaluation Data Sources:** Monitoring active Covid cases
Schools remain open

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| **Strategy 1:** Provide training to staff and students on ways to prevent and/or slow the spread of Covid-19.<br>**Strategy's Expected Result/Impact:** Training completed by staff and students<br>**Staff Responsible for Monitoring:** Director of Safety and Security | **Nov**<br> | **November Evidence of Progress**<br>All staff completed training via the Safe Schools program. Student received training at their campuses. |
| | **Jan**<br> | **January Evidence of Progress** |
| | **Mar**<br> | **March Evidence of Progress** |
| **Strategy 2:** Monitoring Covid-19 cases at individual campuses throughout the district.<br>**Strategy's Expected Result/Impact:** Schools kept open<br>**Staff Responsible for Monitoring:** Director of Safety and Security | **Nov**<br> | **November Evidence of Progress**<br>Ongoing as cases are reported. |
| | **Jan**<br> | **January Evidence of Progress**<br>Ongoing as cases are reported. We continue to distribute and resupply a variety of PPE as needed. |
| | **Mar** | **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 5:** PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

**Performance Objective 1:** FAMILY E3: Implement the SBISD Family Education, Engagement and Empowerment (E3) Framework.

**Evaluation Data Sources:** 1. Campus Improvement Plans 2. Parent U Events 3. Professional Development Offerings 4. Updated PIQE Curriculum 5. Translation and Interpretation Data 6. Panorama Surveys

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| **Strategy 1:** Develop and Implement Communications Plan for Family E3 Framework<br>**Strategy's Expected Result/Impact:** Communications Plan, embed Family E3 into SBISD culture, building capacity for staff and families<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** — **November Evidence of Progress**<br> <br>Working to finalize the Communications Plan by Spring 2021. Continue to ensure that Family E3 stories are highlighted on the district's communication channels.<br>**Jan** — **January Evidence of Progress**<br> <br>Planning for staff workshop series is completed which will kick off the implementation of the communications plan.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** Ensure information related to school and family engagement programs, processes, procedures, meetings, and other activities is provided to families in a format and, to the extent practicable, in a language they can understand<br>**Strategy's Expected Result/Impact:** Implementation of SBISD Translation Policy<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** — **November Evidence of Progress**<br> <br>Submitted a Super Note with detailed information on the new translation and interpretation contract.<br>**Jan** — **January Evidence of Progress**<br> <br>Collaborated with approved vendors to identify tailored implementation process.<br>**Mar** — **March Evidence of Progress** |

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| **Strategy 3:** Build Staff Capacity to implement Family E3 framework and foster effective family-school partnerships at the campus and district levels<br>**Strategy's Expected Result/Impact:** Professional Development Opportunities and access to resources for best practices<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** **November Evidence of Progress**<br> <br>Developing Family E3 toolkit for staff that will be shared in Spring 2021. 13 Skyward Family Access Workshops conducted in partnership with CIS, Spring Spirit, Memorial Assistance Ministries, and Boys and Girls Clubs. Family Engagement best practices training as part of the Share A Smile Conference was conducted in October.<br>**Jan** **January Evidence of Progress**<br> <br>Planning for staff workshop series is completed which will kick off the implementation of the communications plan. Share A Smile Conference for paraprofessionals focused on building and sustaining trusting relationships with families hosted on January 4, 2021.<br>**Mar** **March Evidence of Progress** |
| **Strategy 4:** Build customer service tenants into Family E3 communications plan, including Share a Smile Conference<br>**Strategy's Expected Result/Impact:** Customer Service Conferences, E3 Commitments in offices across district<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** **November Evidence of Progress**<br> <br>Family Engagement best practices training as part of the Share A Smile Conference was conducted in October. Planning to host an additional conference in January 2021.<br>**Jan** **January Evidence of Progress**<br> <br>Second Share A Smile Conference for paraprofessionals focused on building and sustaining trusting relationships with families and highlighted best practices from an SBISD school hosted on January 4, 2021.<br>**Mar** **March Evidence of Progress**<br> |

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| **Strategy 5:** Expand Panorama Family Survey responses and share the feedback received with families<br>**Strategy's Expected Result/Impact:** Communications plan, Panorama Family Survey responses<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** **November Evidence of Progress**<br> <br>The Panorama Family Survey will be administered in Spring 2021.<br><br>**Jan** **January Evidence of Progress**<br> <br>The Panorama Family Survey will be administered in Spring 2021.<br><br>**Mar** **March Evidence of Progress** |
| **Strategy 6:** Provide virtual Parent U events to grow and develop parent capacity to support their children's academic and social and emotional development<br>**Strategy's Expected Result/Impact:** Parent U attendance and evaluation data<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** **November Evidence of Progress**<br> <br>The following Parent U events were hosted for all SBISD families (available in English and Spanish)<br>- Opening the door to distance learning for PreK, Elementary and Middle School(6)-Aug 2020<br>-College Smarts - July 2020<br>-College Rep Panel - July 2020<br>-Naviance - July 2020<br>-Financial Aid - Sept. 2020<br>-College Applications - Sept. 2020<br>-Advanced Academics - Oct 2020<br>-Mental health - Nov 2020<br>-ReadSBISD Parent Guide / Literacy - Nov 2020<br>- 3 Parent U events for GenTX week-Nov 2020<br><br>Attendance: +3,700 families<br><br>**Jan** **January Evidence of Progress**<br> <br>The following Parent U events were hosted for all SBISD families (available in English and Spanish)<br>Understanding Math Pathways - Jan 2021<br><br>**Mar** **March Evidence of Progress** |

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| **Strategy 7:** Facilitate Family Education and Engagement workshops in support of Family E3 Framework. (strategy updated: Latino Family Literacy Project and Technology Academy for Parents virtually)<br>**Strategy's Expected Result/Impact:** Attendance and evaluation data<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** — **November Evidence of Progress**<br> <br>Implementing the Latino Family Literacy Project virtually at Spring Branch and Terrace elementary schools in Spring 2021.<br>**Jan** — **January Evidence of Progress**<br> <br>The Latino Family Literacy Project and Technology Academy for Parents has been tailored to the current needs of requesting campuses. This includes the facilitation of 13 Skyward Family Access workshops during the fall; workshops conducted in partnership with CIS, Spring Spirit, Memorial Assistance Ministries, and Boys and Girls Clubs.<br>Facilitated a campus-based college readiness workshop for elementary parents in English and Spanish in January of 2021.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 8:** Develop and implement family literacy supports targeting parents/guardians of primary grades in support of the Family E3 Framework<br>**Strategy's Expected Result/Impact:** Parent Guide and supporting resources developed and disseminated<br>Parent U Session<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov** — **November Evidence of Progress**<br> <br>Distributed the ReadSBISD Parent Guides to all K-2 grade families in September.<br>Hosted Parent U for Parent Guide<br>Planning a Literacy Parent U for the Spring 2021<br>Week of Wow collaboration with Academic team members.<br>**Jan** — **January Evidence of Progress**<br> <br>Planning another Literacy Parent U projected for Spring 2021.<br>**Mar** — **March Evidence of Progress** |

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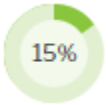
| **Strategy 9:** Develop implementation plan for FLIP in support of the Family E3 Framework<br>**Strategy's Expected Result/Impact:** FLIP program implemented at 9 catalyst elementary schools<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** — **November Evidence of Progress**<br>  <br>Working with Director of Library Services to identify pilot site for Spring 2021 implementation.<br><br>**Jan** — **January Evidence of Progress**<br> <br>Continuing to work with Director of Library Services and have identified two pilot campuses.<br><br>**Mar** — **March Evidence of Progress** |
| **Strategy 10:** Redesign how we are connecting with our Community in Schools (CIS) campus-based staff to ensure our responsiveness to CIS and how they support families during this pandemic school year.<br>**Strategy's Expected Result/Impact:** Higher family engagement<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations<br>Coordinator of Community Services and Mentoring Programs<br>Family E3 Specialist and Facilitator | **Nov** — **November Evidence of Progress**<br> <br>The First Nine Weeks Family Survey was administered in October. We increased our family responses by our Spanish speaking families to 16%. CIS is collaborating with campus staff to increase student engagement and identify students who were missing. Ongoing effort to recover students who have not returned.<br><br>**Jan** — **January Evidence of Progress**<br> <br>Family E3 team continues to be responsive to CIS staff needs and feedback. Collaborated with CIS staff to provide 13 Skyward Family Access workshops for families in the Fall 2020. CIS staff members are encouraged and invited to attend the Building the Capacity of all Families, Region XVI 2-day workshop in March 2021.<br><br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 5:** PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

**Performance Objective 2:** SPECIAL EDUCATION: By May, 2021, the Special Education Department will offer at least 5 opportunities for parents of students in Special Education to be involved in family engagement activities with the Special Education Department

**Evaluation Data Sources:** Attendance, feedback of staff and families

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| **Strategy 1:** SPECIAL EDUCATION: Provide parents an opportunity to discuss virtual instruction for special education programs through Zoom meetings. If possible, invite parents to Parent U opportunities.<br>**Strategy's Expected Result/Impact:** Increase engagement and satisfaction of parents, Family E3 Marketing Materials<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** 100%<br>**November Evidence of Progress**<br>All parents of special education students were invited to attend one of four offered sessions. One of the sessions was also recorded and is available on the Special Education website.<br>**Jan** 100%<br>**January Evidence of Progress**<br>**Mar** 100%<br>**March Evidence of Progress** |
| **Strategy 2:** SPECIAL EDUCATION: Provide a minimum of two opportunities for parents to attend a meetings focus on COVID-19 issues related to services and distance learning.<br>**Strategy's Expected Result/Impact:** Increase engagement and satisfaction of parents<br>**Staff Responsible for Monitoring:** Director of Special Education | **Nov** 0%<br>**November Evidence of Progress**<br>This has not been accomplished at this time.<br>**Jan** 100%<br>**January Evidence of Progress**<br>All parents of special education students were invited to attend one of four offered sessions. One of the sessions was also recorded and is available on the Special Education website.<br>**Mar** 100%<br>**March Evidence of Progress** |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 5:** PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

**Performance Objective 3:** PARTNERSHIP ENGAGEMENT: Develop protocols, guidelines and parameters for virtual volunteering and engagement to sustain the number of Good Neighbors and meet at least 75% of identified campus needs.

**Evaluation Data Sources:** 1. Class of 2020 Good Neighbor size and strategic activities, 2. Number type and impact of new partnerships

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| **Strategy 1:** Sustain monthly partner convening model to align partner efforts to district / campus needs and new engagement protocols<br>**Strategy's Expected Result/Impact:** Number of partners attending monthly convenings ; Number of campus needs met<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteers | **Nov** — **November Evidence of Progress**<br> <br>5 Partner convenings have been hosted from July-November 2020<br>**Jan** — **January Evidence of Progress**<br> <br>6 convenings have been hosted from July-December 2020. We continue to host and schedule according to district needs.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** Develop and implement guidelines, protocols and plans for virtual volunteering<br>**Strategy's Expected Result/Impact:** Number of volunteers participating in virtual programs<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteers | **Nov** — **November Evidence of Progress**<br> <br>Proposed plans have been presented to Senior Staff, we are revising protocols for virtual classroom speakers based on feedback from Senior Staff.<br>**Jan** — **January Evidence of Progress**<br> <br>Received approval from Senior Staff for a very limited scope of curricular aligned virtual classroom speakers. Protocols were presented at Principal meetings. All other virtual volunteer opportunities continue to be under review.<br>**Mar** — **March Evidence of Progress**<br> |

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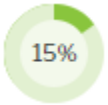
| **Strategy 3:** Develop and implement a communications plan for Key Communicators Network<br>**Strategy's Expected Result/Impact:** Communications plan developed and followed<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteers, Communications Director | **Nov** — **November Evidence of Progress**<br>  <br>The Key Communicators Network communication plan is in the early stages of development.<br>**Jan** — **January Evidence of Progress**<br> <br>Continue to develop and build upon Key Communicators communication opportunities.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 4:** Develop the Good Neighbor Advisory Council to revisit the Good Neighbor brand, strategy and communications plan<br>**Strategy's Expected Result/Impact:** Advisory Council established, GN Advisory Council Framework developed, and Good Neighbor strategy developed<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteers | **Nov** — **November Evidence of Progress**<br> <br>Planning is underway to launch the council in January of 2021.<br>**Jan** — **January Evidence of Progress**<br> <br>Finalized the objective in scope of the Good Neighbor Task Force with an updated launch date of late-February 2021. The task force will run through May 2021. Please note that Good Neighbor Advisory Council was changed to Good Neighbor Task Force.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 5:** Collect campus needs and develop responsive partnership outreach plan<br>**Strategy's Expected Result/Impact:** Campus needs survey and virtual needs meeting infrastructure developed and implemented; Needs monitored and met<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteers | **Nov** — **November Evidence of Progress**<br> <br>The needs assessment for campuses has been developed. The needs assessment will be distributed in the coming weeks.<br>**Jan** — **January Evidence of Progress**<br> <br>Plans have changed in response to feedback. Principals are communicating their needs on a case by case basis and a formal needs assessment will be distributed in late spring.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 5:** PARTNERSHIPS. SBISD will attract, develop, align, and refine partnerships that promote high levels of family and community engagement.

**Performance Objective 4:** COMMUNITY LEADERSHIP DEVELOPMENT PROGRAM: Board of Trustees Community Leadership Development Program known as LeadSBISD was implemented in January 2020 with full membership roster of 28.

**Evaluation Data Sources:** 1. Program Developed and implemented 2. Roster of Cohort I Membership 3. Monthly Program Agendas and Evaluations

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| **Strategy 1:** Continue Program Model virtually for new Board of Trustees-led Community Leadership Development Program members<br>**Strategy's Expected Result/Impact:** Members graduate from the program during a Board Meeting in January.<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov**<br>100%<br>**Jan**<br>100%<br>**Mar**<br>100% | **November Evidence of Progress**<br>Members will graduate in December 2020.<br>**January Evidence of Progress**<br>**March Evidence of Progress** |
| **Strategy 2:** Plan and implement Program Sessions for Fall 2020<br>**Strategy's Expected Result/Impact:** Meetings agendas and evaluations<br>**Staff Responsible for Monitoring:** Assoc. Superintendent for Community Relations | **Nov**<br>100%<br>**Jan**<br>100%<br>**Mar**<br>100% | **November Evidence of Progress**<br>All planned sessions were completed. Evaluations of the program will be shared in December.<br>**January Evidence of Progress**<br>**March Evidence of Progress** |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 1:** RECRUITMENT: Recruitment plan focused on increasing the number of qualified applicants for teaching that reflects the diversity of our student demographics.

**Evaluation Data Sources:** Talent data on applicants, turnover, recruitment, professional learning, mentoring and onboarding evaluations

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| **Strategy 1:** Recruitment efforts designed to attract a diverse instructional and non-instructional staff by building university, ACP and business partnerships<br>**Strategy's Expected Result/Impact:** Analyze data to show improved processing time in hiring candidates to fill vacancies.<br>Participate in recruiting events with various ACPs and universities in-state and out of state.<br>Expanded partnerships<br>**Staff Responsible for Monitoring:** Directors of Talent & Support Services | **Nov** **November Evidence of Progress**<br>50%<br>Ongoing recruiting events; conducted one virtual job fair, contracted with a Platform vendor, so that we can continue to conduct virtual job fairs. Partnership with University of Houston Downtown and Relay/GSE continues.<br>**Jan** **January Evidence of Progress**<br>65%<br>Conducted a support job fair via online platform in January. We had over 100 attendees. Hosted one information session for high school seniors regarding the Partnership with University of Houston Downtown and Relay/GSE.<br>**Mar** **March Evidence of Progress** |
| **Strategy 2:** Attend job fairs, participating in panel discussions and by researching, advertising and marketing SBISD through multiple venues to attract quality candidates.<br>**Strategy's Expected Result/Impact:** Increase the number of qualified applicants<br>**Staff Responsible for Monitoring:** Directors of Talent & Support Services<br>Recruiters | **Nov** **November Evidence of Progress**<br>50%<br>Virtual campus visits; also participate in advisory panels for the universities, and serve on advisory boards for area universities.<br>**Jan** **January Evidence of Progress**<br>75%<br>Set our spring recruiting location and dates with universities. All will be virtual due to Covid-19.<br>**Mar** **March Evidence of Progress** |

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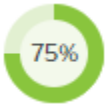
| **Strategy 3:** Train administrators regarding district compensation plan on how to communicate and respond to their employees.<br>**Strategy's Expected Result/Impact:** Competitive compensation and benefits to attract staff<br>**Staff Responsible for Monitoring:** Executive Director of Talent<br>Director of Personnel Services | **Nov** — **November Evidence of Progress**<br> <br>Continue to implement and provide guidance and support for campus and department leaders.<br>**Jan** — **January Evidence of Progress**<br> <br>Continue to implement and provide guidance and support for campus and department leaders.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 4:** Design and market clear career pathways and opportunities based on competencies.<br>**Strategy's Expected Result/Impact:** Align career pathways through job descriptions and competency maps<br>**Staff Responsible for Monitoring:** Executive Director of Talent<br>Directors of Talent & Support Services | **Nov** — **November Evidence of Progress**<br>  <br>Complete the competency maps for departments and align to their job descriptions and annual reviews. 10-12 small group training have been conducted with leaders and employees.<br>**Jan** — **January Evidence of Progress**<br> <br>Competency map work is for departments is being finalized. Job descriptions are reviewed and updated prior to any posting.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 5:** Monitor salaries and benefit packages of surrounding districts to ensure the district's compensation and benefits offerings remain competitive.<br>**Strategy's Expected Result/Impact:** Competitive compensation and benefits to attract staff<br>**Staff Responsible for Monitoring:** Executive Director of Talent<br>Director of Personnel Services | **Nov** — **November Evidence of Progress**<br> <br>Pulled teacher salaries and reviewed benefits for surrounding districts in late October. Salary projection work has begun for all salaries in the district. Utilizing TASB salary review and continuing updates.<br>**Jan** — **January Evidence of Progress**<br> <br>Completed the fall of 2020 salary projection and met with TASB regarding pay system maintenance.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 2:** DEVELOPMENT: Develop staff through professional learning opportunities aligned with competencies.

**Evaluation Data Sources:** Professional learning data, talent data and surveys

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| **Strategy 1:** Collaborate with Academics and Administration to develop and design high-quality and personalized professional development.<br>**Strategy's Expected Result/Impact:** Data that reflects employees increased participation, satisfaction and requests for on-going personalized professional learning<br>**Staff Responsible for Monitoring:** Associate Superintendent of Administration & Talent<br>Executive Director of Talent<br>Directors of Talent & Support Services<br>Community Superintendents | **Nov** — **November Evidence of Progress**<br> <br>Updating the New Teacher Academy and re-implementing this training and support module.<br>**Jan** — **January Evidence of Progress**<br> <br>Finalized the proposal for the updated 3-year New Teacher Academy program.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 3:** RETENTION: Retention efforts focus on providing high quality professional learning aligned to competencies through job-embedded experiences for both administrators and staff, a strong mentoring program, flexible staffing, and competitive salary structure.

**Evaluation Data Sources:** Talent data, professional learning data and surveys.

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| **Strategy 1:** Focus retention efforts by continue professional learning opportunities for teachers and administrator through New Teacher Academy, Mentoring program, OC-TX, Job-embedded AP development program, Best Practices Series for Leaders continues.<br>**Strategy's Expected Result/Impact:** Less teacher turnover<br>**Staff Responsible for Monitoring:** Executive Director<br>Directors of Talent & Support Services<br>Facilitator of Induction and Retention | **Nov** — **November Evidence of Progress**<br>50%<br>Monitoring teacher turnover rates; full mentoring program for novice teachers implemented; OC-TX work continues; AP Development Program meeting conducted in early November.<br>**Jan** — **January Evidence of Progress**<br>65%<br>Monitoring teacher turnover rates; full mentoring program for novice teachers implemented; OC-TX work continues; Principal candidate portal for internal applicants opened.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** Provide flexible staffing to campus leaders by continuing to offer the OC-TX model.<br>**Strategy's Expected Result/Impact:** Flexible staffing plans to meet campus needs<br>**Staff Responsible for Monitoring:** Executive Director of Talent<br>Directors of Talent & Support Services<br>Staffing Officer | **Nov** — **November Evidence of Progress**<br>50%<br>Participating campuses continue their OC-TX work.<br>**Jan** — **January Evidence of Progress**<br>65%<br>Participating campuses continue their OC-TX work.<br>**Mar** — **March Evidence of Progress** |

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| **Strategy 3:** Rebuild the mentoring program for teachers by providing quality professional learning, observation time and coaching.<br>**Strategy's Expected Result/Impact:** Training records and increased retention rate<br>**Staff Responsible for Monitoring:** Executive Director of Talent<br>Directors of Talent & Support Services<br>Facilitator of Induction and Retention | **Nov**<br> <br>**November Evidence of Progress**<br>We are continuing to conduct ongoing trainings and campus support for new teachers, mentors, and lead mentors and maintaining training records to analyze for increased retention.<br>**Jan**<br> <br>**January Evidence of Progress**<br>We are continuing to conduct ongoing trainings and campus support for new teachers, mentors, and lead mentors and maintaining training records to analyze for increased retention.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 4:** Build and support administrators' capacity to provide meaningful coaching and feedback for employees in efforts to impact and improve retention<br>**Strategy's Expected Result/Impact:** Increase retention<br>**Staff Responsible for Monitoring:** Associate Superintendent of Administration & Talent<br>Executive Director<br>Community Superintendents | **Nov**<br> <br>**November Evidence of Progress**<br>Trainings in Principal/AP meetings regarding personnel issues/dealing with difficult people; provided guidance related to personnel situations.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Individual communications with Principals, APs, and department leaders regarding specific employee situations.<br>**Mar**<br>**March Evidence of Progress** |
| **Strategy 5:** READING/ELA (K-5): Support teachers in their implementation of Units of Study by providing Literacy Instructional Specialists to deliver on-site coaching<br>**Strategy's Expected Result/Impact:** Increase retention of elementary ELA teachers<br>**Staff Responsible for Monitoring:** Director of Humanities K-5 | **Nov**<br> <br>**November Evidence of Progress**<br>On-site coaching is happening at all campuses. There are a few campuses that are using their MCL for a literacy coach.<br>**Jan**<br> <br>**January Evidence of Progress**<br>On-site coaching takes place at all campuses. Each Catalyst school also has affiliate from Columbia Univ.<br>**Mar**<br> <br>**March Evidence of Progress**<br>On-site coaching work continues through LIS, Catalyst schools completed affiliate days; Literacy Leadership for Principals has continued with Laurie Pessah/Joyce Evans at principal meetings. |

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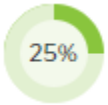
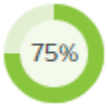
| **Strategy 6:** SCIENCE: Provide teacher leadership and science content knowledge training through Elementary Science Institute and Secondary Science Lead Teacher Cohort<br>**Strategy's Expected Result/Impact:** Increase retention of science teachers<br>**Staff Responsible for Monitoring:** Director of Science | **Nov** — **November Evidence of Progress**<br>  <br>First quarter institutes and lead teacher meetings complete.<br>**Jan** — **January Evidence of Progress**<br> <br>Second quarter institutes and lead teacher meetings complete.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 7:** MULTILINGUAL: Support teachers who seek ESL or bilingual certification by providing study sessions in preparation for state certification exam<br>**Strategy's Expected Result/Impact:** Increase the number of teachers completing ESL certification exam<br>**Staff Responsible for Monitoring:** Director of Multilingual | **Nov** — **November Evidence of Progress**<br> <br>Provided Saturday sessions for teachers seeking preparation for certification.<br>**Jan** — **January Evidence of Progress**<br>  <br>The team is continuing the Saturday PD sessions in order to help teachers that are in need of ESL or Bilingual certification.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 4:** ONBOARDING: Onboarding efforts focus on providing all new employees an understanding of SBISD's culture, mission and Core Values through a robust orientation and continued job-embedded experiences.

**Evaluation Data Sources:** Talent data, staff development data and surveys

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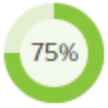
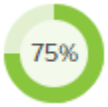
| **Strategy 1:** Onboarding process to increase employee engagement through beginning and mid-year district hire orientation.<br>**Strategy's Expected Result/Impact:** Review and analyze surveys, talent and professional learning data<br>**Staff Responsible for Monitoring:** Directors' of Talent & Support Services | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>Completed the New Employee Orientation in August. Currently, working on mid-year orientation, which will occur in January. Conducted the 45-Day New Teacher Survey in late October-early November.<br>**January Evidence of Progress**<br>Completed the Mid-Year New Employee Orientation in January. Based on current pandemic situation it has been shifted to a virtual asynchronous model.<br>**March Evidence of Progress** |
| **Strategy 2:** Provide job-embedded experiences through campus/department engagement.<br>**Strategy's Expected Result/Impact:** Needs assessment through survey and direct contact with campus/department leaders.<br>Campus/Dept Onboarding handbook<br>**Staff Responsible for Monitoring:** Directors' of Talent & Support Services<br>Campus/Dept. Administrators<br>Community Superintendents | **Nov**<br> <br>**Jan**<br>  <br>**Mar** | **November Evidence of Progress**<br>Continue to promote the District Onboarding Handbook and ongoing needs assessments with campus and department leaders.<br>**January Evidence of Progress**<br>Continue to promote the District Onboarding Handbook and ongoing needs assessments with campus and department leaders.<br>**March Evidence of Progress** |

**Strategy 3:** Provide job-embedded experiences through an understanding of performance management through competency maps.

**Strategy's Expected Result/Impact:** Refine competency maps.
Data on performance management

**Staff Responsible for Monitoring:** Executive Director of Talent
Directors of Talent & Support Services
Manager of Special Project

**Nov** — **November Evidence of Progress**




Department competency maps are being finalized and will be posted on the administrator website.

**Jan** — **January Evidence of Progress**

Department competency maps have been finalized for a majority of our departments and are being posted on the administrator website.

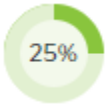
**Mar** — **March Evidence of Progress**

**Strategy 4:** Provide job-embedded experiences through participation in district initiatives and events.

**Strategy's Expected Result/Impact:** Job-embedded experiences through departments.
Analyze data on the participation in the district initiative and events

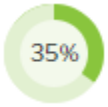
**Staff Responsible for Monitoring:** Executive Director of Talent
Directors of Talent & Support Services
Manager of Special Projects

**Nov** — **November Evidence of Progress**




HR Directors working to identify topics for continuing training for departments related to people management and personnel items.

**Jan** — **January Evidence of Progress**




HR Directors working to identify topics for continuing training for departments related to people management and personnel items. HR and Counseling will joint present for the February New Teacher Academy on problem solving and conflict.

**Mar** — **March Evidence of Progress**




No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 5:** INSTRUCTIONAL LEADERSHIP DEVELOPMENT: Increase opportunities for high quality training, mentoring, and leadership.

**Evaluation Data Sources:** Number of internal applicants selected for leadership positions.

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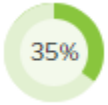
| **Strategy 1:** Provide professional development on instructional leadership and creating strong Professional Learning Communities at principal and AP meetings, Leadership U, and summer conferences.<br>**Strategy's Expected Result/Impact:** Increase the number of internal applicants selected for leadership positions<br>**Staff Responsible for Monitoring:** Associate Superintendent of Academics<br>Associate Superintendent of Administration and Talent<br>Community Superintendents | **Nov**<br> <br>**Jan**<br> <br>**Mar** | **November Evidence of Progress**<br>Held all Principal and AP meetings; continued onsite coaching with PLC associates for Catalyst schools<br>**January Evidence of Progress**<br>Continue to participate and present in Principal and AP meetings.<br>**March Evidence of Progress** |
| **Strategy 2:** Convene a Leadership Development Continuum Committee to design a multi-year plan to grow-our-own administrators.<br>**Strategy's Expected Result/Impact:** Create an aspiring principal timeline of experiences<br>**Staff Responsible for Monitoring:** Associate Superintendent of Academics<br>Associate Superintendent of Administration and Talent<br>Community Superintendents | **Nov**<br>  <br>**Jan**<br> <br>**Mar** | **November Evidence of Progress**<br>In development with Community Supts.<br>**January Evidence of Progress**<br>Continue in development with Community Supts.<br>**March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 6:** ORGANIZATIONAL CULTURE: Establish new baseline for expectations of organizational culture based on SBISD Core Values and expand core values presence and artifacts across the system.

**Evaluation Data Sources:** 1. Personality Insights "Puzzles" on desks of all district leaders. 2. Training Sessions Held 3. Culture Expectations Articulated

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| **Strategy 1:** Provide Personality Insights assessment and training with Senior Staff and district central office leadership team.<br>**Strategy's Expected Result/Impact:** Future-Focused Culture expectations articulated, Culture Team re-configured, implementation plan developed, measurement strategy for assessment<br>**Staff Responsible for Monitoring:** Superintendent of Schools<br>Associate Superintendent for Community Relations | **Nov**<br> <br>**November Evidence of Progress**<br>All Senior Staff and District Central Office Leadership were all trained during 2019-2020 school year.<br>**Jan**<br> <br>**January Evidence of Progress**<br>completed<br>**Mar**<br> <br>**March Evidence of Progress** |
| **Strategy 2:** Develop onboarding framework to support articulated desired organizational culture.<br>**Strategy's Expected Result/Impact:** Onboarding Framework developed<br>**Staff Responsible for Monitoring:** Superintendent of Schools | **Nov**<br> <br>**November Evidence of Progress**<br>On Hold as we develop and implement the inclusive culture initiative<br>**Jan**<br> <br>**January Evidence of Progress**<br>On Hold as we develop and implement the inclusive culture initiative<br>**Mar**<br>**March Evidence of Progress** |

**Strategy 3:** Provide Core Values Branding and Marketing Resources for Campuses.

**Strategy's Expected Result/Impact:** Core Values "Swag" in place on campuses

**Staff Responsible for Monitoring:** Communications Director

**Nov** — **November Evidence of Progress**

Provided during the 2019-2020 school year.

**Jan** — **January Evidence of Progress**

**Mar** — **March Evidence of Progress**

No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 7:** XTRA CREDIT: Expand XTRA CREDIT Partnerships and both XTRA CREDIT and XTRAXTRA CREDIT employee perks offerings

**Evaluation Data Sources:** Xtra Credit Offerings

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| **Strategy 1:** Develop and Implement Xtra Credit Marketing Plan<br>**Strategy's Expected Result/Impact:** Number and quality of Xtra Credit offerings<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** — **November Evidence of Progress**<br>10%<br>An internal and external survey has been developed and will be distributed in late November to provide date to inform the marketing plan.<br>**Jan** — **January Evidence of Progress**<br>30%<br>Distributed an external survey to receive partner feedback. Currently packaging our communication strategies to be able to leverage the Marketing Coordinator in the development of our Marketing Plan.<br>**Mar** — **March Evidence of Progress** |
| **Strategy 2:** Expand Employee awareness of Xtra Credit and XtraXtra Credit offerings<br>**Strategy's Expected Result/Impact:** Number and quality of Xtra Credit offerings<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** — **November Evidence of Progress**<br>0%<br>Pending development of the Xtra Credit marketing plan.<br>**Jan** — **January Evidence of Progress**<br>0%<br>Pending development of the Xtra Credit marketing plan.<br>**Mar** — **March Evidence of Progress** |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 6:** TALENT STRATEGY. SBISD will recruit, develop, and retain high quality staff through an articulated professional development support plan.

**Performance Objective 8:** TEACHER APPRECIATION PROGRAM: Develop and launch a recognition program to show appreciation and community support for teaching staff

**Evaluation Data Sources:** Principal Nominations and Teachers Named

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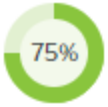
| **Strategy 1:** Develop a Teacher of the Month Program and Communications Plan<br>**Strategy's Expected Result/Impact:** Program and Communications Plan developed<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov**  <br>**November Evidence of Progress**<br>The Teacher of the Month Program has been developed. We are currently developing the brand and it is set to launch in January of 2021.<br>**Jan** <br>**January Evidence of Progress**<br>The Teacher of the Month Program has been fully developed and branded. This program is named "Teachers Driving Success."<br>**Mar** <br>**March Evidence of Progress** |
| **Strategy 2:** Launch the Teacher of the Month Program in Spring 2021<br>**Strategy's Expected Result/Impact:** Nominations received and teacher selected monthly<br>**Staff Responsible for Monitoring:** Coordinator for Strategic Partnerships and Volunteer Programs | **Nov** <br>**November Evidence of Progress**<br>The program will launch in January 2021<br>**Jan** <br>**January Evidence of Progress**<br>The Teachers Driving Success program was launched in January 2021.<br>**Mar** <br>**March Evidence of Progress** |

  No Progress Accomplished Continue/Modify Discontinue

**Goal 7:** FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1:** FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** FIRST Report, Annual Audit

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| **Strategy 1:** Maintain an "A" superior rating in Financial integrity Rating System of Texas<br>**Strategy's Expected Result/Impact:** School FIRST Rating - Aug 2021 and Annual Audit.<br>**Staff Responsible for Monitoring:** CFO & Controller | **Nov** <br>**November Evidence of Progress**<br>FIRST report came out in October we maintained our A Superior Rating.<br>**Jan** <br>**January Evidence of Progress**<br>**Mar** <br>**March Evidence of Progress** |
| **Strategy 2:** Continue to maintain an unmodified opinion for the district's annual external audit report<br>**Strategy's Expected Result/Impact:** Clean Opinion on annual audit<br>**Staff Responsible for Monitoring:** Director of Accounting<br>Controller | **Nov** <br>**November Evidence of Progress**<br>Audit complete, review of CAFR in progress. Taking it to the Board in November.<br>**Jan** <br>**January Evidence of Progress**<br>Board Approved audit. It was a clean opinion.<br>**Mar** <br>**March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 7:** FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 2:** BOND PROGRAM: Effectively manage bond program finances.

**Evaluation Data Sources:** Bond Transcripts, Rating reports, Post issuance compliance worksheets, FIP reports

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| **Strategy 1:** Structure bond sales in order to minimize scheduled P & I payments and True interest cost - TIC<br>**Strategy's Expected Result/Impact:** Bond Sales according to established timeline and projected bond progress<br>**Staff Responsible for Monitoring:** CFO & Controller | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>October Issuance<br>**January Evidence of Progress**<br>**March Evidence of Progress** |
| **Strategy 2:** Maintain underlying unenhanced bond ratings of AA by S & P and Aa1 by Moody's<br>**Strategy's Expected Result/Impact:** S & P - AA rating and Moody's Aa1 ratings.<br>**Staff Responsible for Monitoring:** CFO & Controller | **Nov**<br> <br>**Jan**<br> <br>**Mar**<br> | **November Evidence of Progress**<br>Maintained ratings<br>**January Evidence of Progress**<br>**March Evidence of Progress** |

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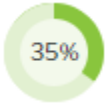
| **Strategy 3:** Meet all post issuance compliance & continuing disclosure requirements<br>**Strategy's Expected Result/Impact:** S & P - AA rating and Moody's Aa1 ratings. Post issuance compliance worksheets<br>**Staff Responsible for Monitoring:** CFO & Controller | **Nov** **November Evidence of Progress**<br> <br>Worksheets are due in December<br>**Jan** **January Evidence of Progress**<br> <br>Compliance worksheets were turned in.<br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 4:** Provide timely funding & effective financial reports for capital expenditure projects to facilitate timely completion of projects<br>**Strategy's Expected Result/Impact:** FIP Report<br>**Staff Responsible for Monitoring:** CFO & Controller | **Nov** **November Evidence of Progress**<br>  <br>Reports are updated monthly.<br>**Jan** **January Evidence of Progress**<br> <br>Reports are updated monthly.<br>**Mar** **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 7:** FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 3:** OPERATING BUDGETS: Develop and monitor annual operating budgets that support T-2-4 initiatives.

**Evaluation Data Sources:** Budget Status Reports, Original Budget, & Final Amended Budget

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| **Strategy 1:** Budget development based on Board of Trustee's Goals and District Priorities.<br>**Strategy's Expected Result/Impact:** Adoption of the fiscal budget to meet the Board of Trustee's Goals<br>**Staff Responsible for Monitoring:** CFO, Controller & Budget Accountant | **Nov**<br> <br>**Jan**<br> <br>**Mar** | **November Evidence of Progress**<br>Planning and updating reports for FY2022 Budget currently in progress.<br>**January Evidence of Progress**<br>Board goals were updated on the reports.<br>**March Evidence of Progress** |
| **Strategy 2:** Align Modified Zero Based Budgeting presentations to T-2-4 needs with budget request and enrollment<br>**Strategy's Expected Result/Impact:** Adoption of fiscal budget to meet instructional needs<br>**Staff Responsible for Monitoring:** CFO, Controller & Budget Accountant | **Nov**<br> <br>**Jan**<br> <br>**Mar** | **November Evidence of Progress**<br>Presentation are scheduled in February.<br>**January Evidence of Progress**<br>MZBB presentations are scheduled week of Feb 22nd.<br>**March Evidence of Progress** |
| **Strategy 3:** Monitor revenue & expenditures by preparing the monthly Budget Status Report<br>**Strategy's Expected Result/Impact:** Approval of the Budget Status Report by the Board of Trustees<br>**Staff Responsible for Monitoring:** CFO, Controller & Budget Accountant | **Nov**<br> <br>**Jan**<br> <br>**Mar** | **November Evidence of Progress**<br>Every month the budget status report is approved by the Board.<br>**January Evidence of Progress**<br>Every month the budget status report is approved by the Board.<br>**March Evidence of Progress** |

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| **Strategy 4:** Monitor PEIMS student data to ensure the District is maximizing state funding<br>**Strategy's Expected Result/Impact:** Summary of Finance Report - TEA<br>**Staff Responsible for Monitoring:** CFO, Controller, Budget Accountant & Finance & Business Analyst | **Nov** **November Evidence of Progress**<br> <br>All student and budget PEIMS reports are scheduled to be sent to TEA. Will monitor reports through the end of the school year.<br>**Jan** **January Evidence of Progress**<br> <br>PEIMS reports verified and sent to TEA will continue to monitor state funding.<br>**Mar** **March Evidence of Progress** |
| **Strategy 5:** Monitor state legislature to anticipate funding concerns<br>**Strategy's Expected Result/Impact:** Adjusting budget to align with legislation<br>**Staff Responsible for Monitoring:** CFO, Controller & Budget Accountant | **Nov** **November Evidence of Progress**<br> <br>We will continue to monitor changes and adjust budget as needed.<br>**Jan** **January Evidence of Progress**<br> <br>Legislative session just started in January, will continue to monitor for changes.<br>**Mar** **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 7:** FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 4:** TECHNOLOGY BOND PROJECT: Effective and efficient operations implementation of Technology Bond Project.

**Evaluation Data Sources:** Bond Oversight Reports, KACE Tickets, Spreadsheets, Inventory Reports

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| **Strategy 1:** Provide student devices to elementary schools.<br>**Strategy's Expected Result/Impact:** 100% of elementary schools receive lifecycle refresh devices.<br>**Staff Responsible for Monitoring:** Manager of Bond Technology Bond Projects | **Nov**<br> <br>**November Evidence of Progress**<br>TEA Operation Connectivity implemented at all early childhood centers and elementary schools. A total of 9,300 iPads have been distributed. We are planning to distribute 7,500 Chromebooks in December. At this time, we have distributed 55% of the devices.<br>**Jan**<br> <br>**January Evidence of Progress**<br>7,500 Chromebooks were distributed in December. With the iPads and Chromebooks fully distributed, we are at 100%.<br>**Mar**<br> <br>**March Evidence of Progress** |
| **Strategy 2:** Ensure all district issued staff devices are less than five years old.<br>**Strategy's Expected Result/Impact:** 100% of staff devices are less than five years old.<br>**Staff Responsible for Monitoring:** Manager of Bond Technology Bond Projects | **Nov**<br> <br>**November Evidence of Progress**<br>Based on our inventory report, we have 90% of staff devices that are less than five years old.<br>**Jan**<br> <br>**January Evidence of Progress**<br>Based on our inventory report, we have 95% of staff devices that are less than five years old.<br>**Mar**<br>**March Evidence of Progress** |

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| **Strategy 3:** Extend network access while upgrading safety & security districtwide.<br>**Strategy's Expected Result/Impact:** 100% of secondary campuses with completed outdoor Wi-Fi coverage.<br>On time/on-budget implementation of network firewall upgrade.<br>On time/on-budget implementation of storage upgrade.<br>**Staff Responsible for Monitoring:** Technology Ex. Director<br>Manager of Bond Technology Bond Projects | **Nov** **November Evidence of Progress**<br> <br>All of the early childhood centers and secondary campuses have outdoor Wi-Fi coverage. Network firewall upgrade completed in July. Storage upgrade completed in October.<br>**Jan** **January Evidence of Progress**<br> <br>**Mar** **March Evidence of Progress**<br> |
| **Strategy 4:** Upgrade Network & Infrastructure equipment districtwide.<br>**Strategy's Expected Result/Impact:** On time/on-budget implementation of switch upgrades.<br>On time/on-budget implementation of wireless upgrades.<br>**Staff Responsible for Monitoring:** Technology Ex. Director<br>Manager of Bond Technology Bond Projects | **Nov** **November Evidence of Progress**<br> <br>Currently in the RFP process for vendor selection.<br>**Jan** **January Evidence of Progress**<br> <br>RFP process is completed. Due to E-Rate regulations, equipment cannot be ordered until April 1st.<br>**Mar** **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 7:** FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 5:** IT OPERATIONS AND SYSTEMS: Efficient and effective operations and IT systems.

**Evaluation Data Sources:** Bond Oversite Reports, KACE Tickets, Spreadsheets, Inventory Reports

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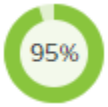
| **Strategy 1:** Tech services will meet 95% or greater of technology service ticket SLAs and have a satisfaction rating of 4.5 or greater on a 5-point scale.<br>**Strategy's Expected Result/Impact:** 95% of tickets resolved within designated SLAs<br>4.5 or greater satisfaction rating<br>**Staff Responsible for Monitoring:** Technology Ex. Director<br>Directors | **Nov** **November Evidence of Progress**<br> <br>From July 1-October 31, 2020, the overall percent of tickets resolved within designated SLAs was 89%. During the month of August, the percent of tickets resolved within SLA fell below 95% and was at 71% due to the demands of deploying devices for a virtual start to the school year due to COVID-19. The months of July, September, and October exceeded 95%. The satisfaction rating was consistently greater than 4.5 from July 1-October 31, 2020.<br>**Jan** **January Evidence of Progress**<br> <br>From July 1, 2020 - January 31 2021, the overall percent of tickets resolved within designated SLAs was 92%. During the month of August, the percent of tickets resolved within SLA fell below 95% and was at 71%<br>due to the demands of deploying devices for a virtual start to the school year due to COVID-19. The months of July, September, October, November, December, and January exceeded 95%. The satisfaction rating was consistently greater than 4.5 from July 1, 2020 - January 31, 2021.<br>**Mar** **March Evidence of Progress** |

**Strategy 2:** Implement districtwide cybersecurity professional development.

**Strategy's Expected Result/Impact:** State certified cybersecurity professional development program.
100% completion by all employees and Board of Trustees by deadline.

**Staff Responsible for Monitoring:** Technology Ex. Director

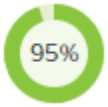
**Nov**




**November Evidence of Progress**

98% of employees have completed the cybersecurity professional development program.

**Jan**




**January Evidence of Progress**

98% of employees have completed the cybersecurity professional development program. 54 employees new to the district have 90 days to complete the training.

**Mar**

**March Evidence of Progress**




No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 7:** FISCAL RESPONSIBILITY. SBISD will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 6:** DISTRICT COMMUNICATION: Maintain effective, strategic two-way communication with all stakeholders

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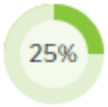
| **Strategy 1:** Provide timely, accurate information regarding district operations for internal and external stakeholders<br>**Strategy's Expected Result/Impact:** Communications Plan, Website Content, State of Schools<br>**Staff Responsible for Monitoring:** Communications Director | **Nov** — **November Evidence of Progress**<br>  <br><br>Communication remains ongoing as the school year continues. RFP under development for a Communication Audit and development of the Communication and Marketing Plan.<br>**Jan** — **January Evidence of Progress**<br> <br><br>Communication remains ongoing as the year continues. RFP process completed for solicitation and review of proposals. Executive Director position job description posted and interviews conducted.<br>**Mar** — **March Evidence of Progress** |

 No Progress Accomplished Continue/Modify Discontinue

# T-2-4 Ready
# Core Characteristics

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

## Academically Prepared

Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

## Ethical & Service-Minded

Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

## Empathetic & Self-Aware

Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

## Persistent & Adaptable

Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

## Resourceful Problem-Solver

Every Child thinks critically and creatively and applies knowledge to find and solve problems.

## Communicator & Collaborator

Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

# T-2-4 Ready Core Characteristics

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

## Academically Prepared

**Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.**

- Develops strong literacy, numeracy, scientific, technology and reasoning skills
- Actively engages in learning with effective study and time management skills
- Maximizes learning in and out of the classroom

## Ethical & Service-Minded

**Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.**

- Earns trust and respect through honest, ethical, reliable behaviors - even when no one is watching
- Honors commitments, exhibits strong work ethic and takes ownership of when and how to take action, lead or follow
- Recognizes how civic engagement and personal decisions and actions impact self, others and the greater community

## Empathetic & Self-Aware

**Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.**

- Believes in and invests in themselves and practices self-care
- Demonstrates the ability to control, monitor and adjust behavior and emotions
- Understands and respects the feelings, opinions, experiences, cultures and traditions of others to seek common ground

## Persistent & Adaptable

**Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.**

- Discovers, develops and maximizes their gifts and talents
- Responds productively to feedback, praise, setbacks and criticism
- Embraces the idea that failure is part of success, accepts being wrong, learns from mistakes and keeps moving forward

## Resourceful Problem-Solver

**Every Child thinks critically and creatively and applies knowledge to find and solve problems.**

- Analyzes situations with a solutions-minded approach
- Embraces curiosity and asks compelling questions
- Leverages imagination and intuition to inspire new ideas or build on existing ones

## Communicator & Collaborator

**Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.**

- Uses communication for a variety of purposes and to build a network of relationships
- Listens actively and thinks critically to determine meaning, fact/fiction, position and intentions
- Works interdependently, contributing ideas and perspectives to achieve common goals, and leverages critical conversations to successfully resolve conflicts