



District Improvement Team
Thursday, September 3, 2020
5:00 – 7:00 pm
Via ZOOM:

<https://zoom.us/j/95466378943?pwd=aTB0SjN4citlOFRDRlAvNVdYd3cyUT09>

AGENDA

Welcome and Introductions

Linda Buchman,
Associate Superintendent for Community Relations

Approval of Minutes

Linda Buchman

DIT Roles and Responsibilities

TEC §11.251 & §11.252
BQA (Legal) & (Local)

Linda Buchman

District Update

Dr. Jennifer Blaine, Superintendent of Schools

2021-22 and 2022-23 Calendar Development

Dr. Lance Stallworth, Executive Director for Student Support
Services & Becky Wuerth, Community Relations Specialist

2020-21 DIT Meeting Dates:

Thursday, October 1
Thursday, November 5
Thursday, December 3
Thursday, January 7
Thursday, February 4
Thursday, March 4
Thursday, April 1
Thursday, May 6



District Improvement Team (DIT) Meeting
Wednesday, July 22, 2020
3:30 – 4:30 p.m.
MINUTES

Meeting start time: 3:34 pm

Meeting end time: 4:31 pm

Current Member Attendance

Paula Baker, Jennifer Blaine, Tamesha Bullock, Carrie Campbell-Bishop, Kristin Craft, Ivonne Davis, Crystal Fain, Molly Ferguson, Charlotte Fisher, Tammy Hampton, Mary Hand, Tamma Howell, Shaundra Jacobs, Rahil Jagetia, John Kenna, Meg Maguire, Leslie Marquez, Clifford Nickel, Angelica Oprea, Karen Peck, John Pisklak, Christian Rice, Holly Saunders, Betty Smith, Dan Tatulescu, Jennifer Thorpe

Percent of current DIT members in attendance: 65%

Incoming Member Attendance

Lisse Colon Melendez, Anne Daily, Laura Dawson, Vanya Karia, Julie Knapp, Noemi Lopez, Buffie Matthews, Mimi Meacham, Nicolas Papadacos, Vicky Putnam-Frayser, Laura Radich, William Schwartz, Jennifer Stuart, Van Tran, Julie Turrentine, Kate Waldorf

Non-Member Attendance

Amy Accardo, Rebecca Brown, Linda Buchman, Lawanda Coffee, Joyce Evans, Alexia Marshall, Christine Porter, Stephanie Sandifer, Lance Stallworth, Tyra Walker, Becky Wuerth

Welcome

Dr. Jennifer Blaine, Superintendent, opened by welcoming current and incoming 2020-21 DIT members. She stated the focus of discussion would be return-to-school calendar options presented at the Special Board Meeting on Monday, July 20, 2020.

Learn SBISD Update

This plan was developed on two guiding principles: 1) Safety, health and wellness of students and staff is primary; 2) Students deserve a robust, rigorous academic and social-emotional learning experience. All decisions are made through the lens of those priorities.

Parent survey results showed families were happy to be offered a learning choice in fall. Many don't want an all-virtual experience. At the same time, teachers have indicated they don't feel safe returning in person on August 17th.

Alternative calendars are an attempt to get everyone closer to their desired outcomes. The Board reviewed three draft calendars that shift our start date by 1, 2 or 3 weeks. Any option selected must include 75,600 instructional minutes.

Proposed Calendar Review

Dr. Lance Stallworth, Executive Director for Student Support Services presented details of a modified calendar with school beginning after Labor Day.

Key details include:

- All teachers return on August 13th, but additional Professional Development time is built in prior to school start.
- September 4th becomes a Teacher Flex Day.
- School begins September 8th.
- November 3rd becomes a remote learning day for all.
- October 12th and April 30th are Professional Development days.
- Holiday breaks do not change.
- First semester ends in January rather than December in order to balance numbers of days between the two semesters.
- All half-days are removed.
- Graduation takes place May 21st and 22nd.
- Finals take place June 1st – 3rd and teachers finish on June 4th.

Since teacher contracts are based on days, rather than minutes, we must honor the number of contract days (188) while finding the required 75,600 minutes.

Dr. Blaine then opened the floor for feedback and responded to clarifying questions from the Chat.

Closing

Dr. Blaine thanked everyone for their feedback and acknowledged this is a challenging situation where it's not possible to satisfy all constituents. As key leaders, the DIT can help communicate the "why" behind district decisions, even if members don't personally agree.

The meeting concluded at 4:31pm.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

**Business
Representatives and
Community
Members**

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

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Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See DISTRICT IMPROVEMENT PLAN at BQ(LEGAL)]

Each school district shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a), conducted biennially, to review and revise, as appropriate, the district-level improvement plan, and for other purposes, as appropriate to enhance the district learning environment. *Education Code 7.065(e)*

Dropout Prevention
Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or

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- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

District Improvement Team (DIT)

The District Improvement Team (DIT) is composed of certified campus professionals, District-level staff, parents of students enrolled in the District, students, community members, and business representatives. With a focus on District improvement, the committee is named the District Improvement Team. This team has defined roles in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization in accordance with Texas Education Code 11.251.

DIT Overview of Responsibility

In compliance with Education Code 11.251, the District-level committee (DIT) shall advise the Board or its designee in establishing and reviewing the District's educational goals and objectives, and major District-wide classroom instructional programs. The committee shall serve in an advisory role, except that the committee shall approve staff development of a District-wide nature. [See BQ and BQA]

This policy shall not limit the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist in instructional planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

Waivers

The DIT shall provide comments on District-level waivers prior to the Board's approval and submission to the commissioner of education ("commissioner"), as required by Education Code 7.056(b)2.

DIT Representation-Definitions

The DIT, serving in an advisory role, shall consist of a combination of certified professional staff representatives from both the District and campus level and nonschool members comprised of parents, community members, and business representatives.

DIT Composition of Membership

The DIT shall consist of 37 members elected/selected by lottery. The composition of the membership shall be 15 teaching positions, three nonteaching positions, one principal, and one District liaison. There shall be 12 parents, two business representatives, and three community members. [See BQA(EXHIBIT) A and B]

In addition, the Superintendent shall be the Board's designee and one Board member shall serve as the liaison on the committee.

Additionally, there shall be six nonvoting high school student members, selected by their home campus, who shall serve for a term of one year.

DIT Procedures for Members Chosen by Election

The consent of each nominee shall be obtained before the person's name appears on the ballot. The Superintendent shall appoint an election committee to oversee campaign and election issues. The campaign period shall extend for at least ten working days during February of each year with the District-wide election date and lottery drawing being set before the last working day in

February. Campaigning shall be limited to production and single distribution of a District-developed candidate information form.

The District-wide election shall be conducted by Group 1/Group 2/Group 3 on the District's website. The appointed District election committee shall mediate campaign and election issues as they arise and canvass the results. The candidates with the highest number of votes within their groups shall be declared the winner(s) and those with the next highest vote total shall serve as an alternate(s) in the event of a vacancy. Vacancies may be filled before the next election. Ties shall be broken by drawing lots. The winners' names shall be published on the DIT's website at the first available opportunity.

Certified Campus-Level Professional

For the purposes of this policy, a campus-level professional staff member is a certified staff member who is assigned at least half-time to a particular campus and who is elected by other certified staff members at the campus level.

Certified District-Level Professional

A District-level professional staff member shall be defined as a certified staff member who has responsibilities at more than one campus, including, but not limited to, central office staff. The Superintendent's senior staff shall elect one District-level professional to serve as the District liaison.

Responsibilities of District-Level Professionals

District-level professional staff members are elected to serve the DIT in a liaison roll. Liaisons serve to:

1. Promote systematic channels for effective communication among District stakeholders;
2. Support the implementation and follow-up regarding initiatives and actions for the Five-Year Educational Plan;
3. Provide opportunity to collaborate and plan for increased student performance toward meeting specific student performance objectives at both the campus and District levels, inclusive of special needs students;
4. Make connections among various educational programs, services, strategies, and learning opportunities across campuses, such as Title I and other federal programs;
5. Link federal and state regulations as they relate to student performance;
6. Align staff development efforts at both the District and campus levels with District and state goals, objectives, and major initiatives; and
7. Promote organizational development and effectiveness.

**Members Chosen by
Lottery**

Parent, community, and business members shall be selected by use of a lottery of all eligible applicants. DIT members may not serve a second two-year term without sitting out one two-year term.

Parent
Representatives

Parent representatives shall be defined according to the following:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.
4. A parent is not considered a representative of business members on the committee.

The 12 parent representatives shall include an elementary, middle, and high school parent from each group (nine total from Group 1, Group 2, and Group 3) and three parent representatives who reflect parent involvement on other District committees and standing meeting groups.

1. One parent from the District Council of Parent Teacher Associations (PTA).
2. One parent from special education programs.
3. One parent from gifted and talented programs.

[See DIT's website]

Community
Representatives

Community members must reside in the District and must be at least 18 years of age.

As a means of ensuring participation that represents the District's diversity, community members shall reflect business and community involvement from District committees and standing meeting groups.

Community representatives shall be selected from each of the following organizations:

1. One member from the Volunteer Advisory Board (VAB) or District volunteer program.
2. One member from the Spring Branch Education Foundation (SBEF).
3. One member from the Title I Parent Advisory Committee.

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	<p>Community representatives may serve a two-year term and may not serve a second two-year term without sitting out one two-year term.</p>
<p>Business Representatives</p>	<p>A business representative is defined as anyone representing a business who has a regular and supportive relationship with students in the District as a Good Neighbor business partner or District business partner. The inclusion of a business member is without regard to whether the representative resides in the District or whether the business is located in the District. A business representative may not be a parent of a current District student.</p> <p>As a means of ensuring participation that represents the District's diversity, business members shall reflect business and community involvement from District committees and standing meeting groups.</p> <p>Two business representatives shall be selected and may serve a two-year term. Business representatives may not serve a second two-year term without sitting out one two-year term.</p>
<p>Elected / Selected by Lottery</p>	<p>Election of certified professional staff and the selection by lottery of parent representatives shall be during the same period, according to District procedures.</p> <p>All lotteries shall be conducted in an open forum at an announced time and place and shall be held on the designated date in conjunction with the election of campus representatives.</p>
<p>Length of Term</p>	<p>Elected District members of the DIT who are certified professional personnel and parent, community, and business members selected by lottery shall serve for a two-year term.</p> <p>Elected DIT members, parent, community, and business members selected by lottery shall not serve a second two-year term without sitting out one two-year term.</p>
<p>Vacancy</p>	<p>A position that becomes vacant may be filled by an appropriate representative selected by consensus of the remaining members of the DIT for the remainder of the representative's unexpired term.</p> <p>A member of the DIT may be replaced on the recommendation of the Superintendent if the member:</p> <ol style="list-style-type: none">1. Is absent for two or more consecutive meetings.2. Acts in a manner that is detrimental to the effectiveness of the DIT, including exhibiting inappropriate behavior or an inability to get along with other members.

- Membership Review** There shall be an annual Board review of DIT membership and participation to ensure that the DIT is completing its duties with broad participation by its representatives.
- DIT Meetings** The DIT shall meet at least twice each semester and shall hold at least one public meeting per year. [See BQA(LEGAL)] At least three days' notice shall be given. The agenda shall be posted on the District's website.
- The required public meeting shall be held after receipt of the annual District performance report from the agency, in conjunction with the Board's public hearing for the purpose of discussing the performance of the District and the District performance objectives. [Education Code 11.251 and 11.252 (e)]. The agenda and discussion shall be confined to those matters set forth in applicable law and this policy.
- DIT meetings are open meetings where non-DIT members may attend and observe. A portion of each meeting may include citizens' comments. Discussion of agenda items shall be limited to DIT members only.
- DIT minutes shall be posted to the District's website for public access. Reporting documents, such as the minutes shall list DIT members and the percentage of the membership in attendance.
- DIT decisions shall be representative of the team. At least one-half of the membership shall be in attendance for a DIT decision to be considered representative of the whole team.
- DIT Training** All individuals who are members of the DIT shall participate in appropriate staff development programs that provide information on school improvement matters, especially as related to the effective schools research, the professional learning community concept, and the collaborative decision-making model adopted by the District.
- Defining Consensus** In developing relevant objectives for the strategic plan to achieve established academic and other performance objectives, the DIT shall strive to reach a consensus. When everyone present has been given an opportunity to present to the group his or her views on a particular issue and a majority of the group are in agreement, it shall be determined that the group has reached consensus.
- DIT Communication Guidelines** In a community publication, the District shall make available District guidelines and procedures for becoming a member of the DIT.
- The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input

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and provides information to those persons on a systematic basis. Communications may include, but are not limited to, the following:

1. Articles in in-house publications regarding work of the committee.
2. Periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.
3. Periodic reports to the Board.

Exhibit I: Parameters for Development of SBISD 2021-22 and 2022-23 Academic Calendars

Factor	Considerations
Top Priority	<ul style="list-style-type: none"> • Calendar should be based on what is educationally best for students to achieve T-2-4 success. • Calendar should first and foremost represent what best supports instruction and academic achievement, and then take into account parent and staff considerations
State Law	<ul style="list-style-type: none"> • Start Date: State law requiring a start date no earlier than the fourth Monday in August was waived under District of Innovation in December, 2016. The Board will approve a calendar with a start date no earlier than August 15. • Number of Instructional Minutes: State law (House Bill 2610) requires a minimum of 75,600 operational minutes of instruction per year. This translates to a minimum of 420 minutes/day for 180 days. <ul style="list-style-type: none"> ○ SBISD schools have the freedom and flexibility to set their bell schedules to meet or exceed the required 75,600 minutes per school year. ○ Districts may obtain waivers for up 2100 minutes for “quality” professional development purposes (TEA has not defined “quality”). SBISD has traditionally requested two PD days during the school year. • Number of Teacher Days: State law requires a minimum of 187 days of service for teachers.* <ul style="list-style-type: none"> ○ NOTE: Teacher requirements are measured in days while student requirements are measured by minutes. • Bad Weather Days -- State law requires a mechanism to make up school time lost to bad weather. <ul style="list-style-type: none"> ○ All campuses will have sufficient surplus minutes to cover instruction for two bad weather make up days. ○ Bad weather days indicated on the calendar will be used for staff to make up lost work days.
District of Innovation	<ul style="list-style-type: none"> • District of Innovation status may be leveraged (following the established process per Board Policy AF) to address Texas Education Code statutes that create barriers to development of the most academically sound calendar.
Semesters	<ul style="list-style-type: none"> • Balancing of Semesters – Number of days in each semester should be fairly close (consider the impact on single semester courses) • First Semester Exams – Timing of first semester exams (before or after winter break) impacts <ul style="list-style-type: none"> ○ single semester courses ○ dual credit courses ○ graduation/college start for students graduating in December ○ college admissions requirements for students to report first semester grades ○ student exam success, instructional programs and January enrollment/withdrawal data if exams are after Winter Break.

Professional Development Days	<ul style="list-style-type: none"> • Timing of Professional Development/Work Days: Professional Development Days should be strategically placed to maximize positive impact on instruction, alignment with testing schedules, and appropriate balance throughout the school year. <ul style="list-style-type: none"> ○ Consider number of half-day professional development days scheduled by campuses (varies) and minutes/day variations • Flex Day – If the calendar has sufficient days, teachers may earn a Flex day off for completing SafeSchools Training online.
Testing Schedules	<ul style="list-style-type: none"> • Consideration of Testing Days: Consider State STAAR/EOC days and timing of other tests, such as Advanced Placement tests. Avoid holiday or staff development day the weeks of STAAR or district-wide assessments.
Holidays	<ul style="list-style-type: none"> • Religious Holidays and National Holidays --The calendar design should consider religious holidays as well as national holidays (Labor Day, Columbus Day, Veterans Day, Thanksgiving, New Year’s Day, MLK Day, Presidents’ Day, Memorial Day, Independence Day).): Also consider federal election days for staff development and/or student holiday in Presidential Election years and federal mid-term election years, including the fall of 2022. • Additional Student/Staff Holiday(s) - Consider the addition of student/staff holiday if necessary to minimize extended number of weeks without a day off.
Parent Teacher Conferences	<ul style="list-style-type: none"> • Elementary Parent Teacher Conferences -- Consider timing and allocation for parent-teacher conferences in the fall and spring on non-staff development days.
Surrounding District Calendars	<ul style="list-style-type: none"> • Examination of Employee Zip Codes – Study employee zip codes to gain awareness of potential conflicts in spring break and other holidays breaks with surrounding districts (impacts substitute costs and staff conflicts with family schedules).
Student Attendance Data	<ul style="list-style-type: none"> • Examination of Student Attendance Data: Study student attendance patterns around start of school, end of school and holidays.
Seniors	<ul style="list-style-type: none"> • Seniors: High Schools should schedule enough minutes per year (75,600 minutes minimum) to allow for Memorial Day weekend graduation.

*TX Education Code Section 21.401: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.405>

* References to D

Comparison of 2021-22 Calendar Options 1,2 & 3			
	Option 1: 176 student days	Option 2: 176 student days	Option 3: 180 student days
Start Date	Tuesday August 17, 2021		Monday, August 16, 2021
Student/Staff Holidays and Professional Development Days between the start of school & Thanksgiving	Monday, Sept. 6, 2021: staff/student holiday Friday, October 8, 2021: Staff Professional development/Student holiday Monday, Oct. 11, 2021: staff/student holiday		
Thanksgiving Holiday	Full week: November 22-26, 2021		
Last day of first semester	Tuesday, Dec. 21, 2021	Friday, Dec. 17, 2021	
January Start Date	Staff: Wednesday, Jan. 5, 2022 Students: Thursday, Jan. 6, 2022	Staff: Monday, Jan. 3, 2022 Students: Tuesday, Jan. 4, 2022	
Student/Staff Holidays prior to Spring Break	Monday, Jan. 17, 2022: staff/student holiday Monday, Feb. 21, 2022: staff professional development/ student holiday		
Spring Break	Full week: Mar. 14-18, 2022		
Holidays after Spring Break	Friday, April 15 – Monday, April 18, 2022: Staff/student holidays		Friday, April 15 – Monday, April 18, 2022: Staff/student holidays Monday, May 30, 2022: staff/student holiday
Last Day of School	Friday, May 27, 2022		Thursday, June 2, 2022
Graduation	Saturday, May 28, 2022		
Instructional Days first semester/ second semester	83/93 (176 school days)	81/95 (176 school days)	82/98 (180 school days)

Comparison of 2022-23 Calendar Options 1,2 & 3			
	Option 1: 176 student days	Option 2: 176 student days	Option 3: 180 student days
Start Date	Monday, August 15, 2022	Tuesday, August 16, 2022	
Student/Staff Holidays and Professional Development Days between the start of school & Thanksgiving	<p>Monday, Sept. 5, 2022: staff/student holiday Friday, October 7, 2022: Staff Professional development/Student holiday Monday, Oct. 10, 2023: staff/student holiday Tuesday, November 1, 2022: staff/student holiday</p>		
Thanksgiving Holiday	Full week: November 21-25, 2022		
Last day of first semester	Friday, Dec. 16, 2022	Wednesday, Dec. 21, 2022	
January Start Date	<p>Staff: Wednesday, Jan. 2, 2023 Students: Thursday, Jan. 3, 2023</p>	<p>Staff: Wednesday, Jan. 4, 2023 Students: Thursday, Jan. 5, 2023</p>	
Student/Staff Holidays prior to Spring Break	<p>Monday, Jan. 16, 2023: staff/student holiday Monday, Feb. 20, 2023: staff professional development/ student holiday</p>		
Spring Break	Full week: Mar. 13-17, 2023		
Holidays after Spring Break	Friday, April 7, 2023: Staff/student holiday	<p>Friday, April 7, 2023: staff/student holiday Monday, May 29, 2023: staff/student holiday</p>	
Last Day of School	Thursday, May 25, 2023		Thursday, June 1, 2023
Graduation	Saturday, May 27, 2023		
Instructional Days first semester/ second semester	81/95 (176 school days)	83/93 (176 school days)	83/97 (180 school days)