



**Spring Branch Independent School District
District Improvement Team
Thursday, May 2, 2019
5:00 – 7:00 pm
Wayne Schaper Leadership Center Board Room
Agenda**

Welcome, Approval of Minutes

Elliott Witney, Assoc. Supt., Acad. Design & Performance

District Update

Dr. Scott Muri, Superintendent

District Improvement Plan

Lawanda Coffee, Dir. of External Funding & Compliance

- **2019-2020 Every Student Succeed Act (ESSA)**
- **Title Funds**

Code of Conduct

Jennifer Parker & Bryan Williams
Community Superintendents

Spring Branch ISD Handbook

Lance Stallworth, Exec. Dir. of Student Support Services

Upcoming 2018-19 DIT Meeting Dates:



District Improvement Team (DIT) Meeting
Thursday, March 7, 2019
5:00 – 7:00 p.m.
MINUTES

Meeting Start Time: 5:08 PM

Meeting End Time: 6:22 PM

Member Attendance: Minda Caesar, Chris Vierra, Carrie Campbell-Bishop, Crystal Fain, Charlotte Fisher, Meg Maguire, Michelle Nguyen, Angelica Oprea, Holly Saunders, Betty Smith, Maria Solorzano, Steven Speyrer, Kristin Craft, Amaris Bobbio-Tarco

Percent of DIT Members in Attendance: 39%

Non-member Attendance: Elliott Witney, Keith Haffey, Patricia Kassir

Welcome

Dr. Elliott Witney, Associate Superintendent of Academic Performance and Design, welcomed the District Improvement Team (DIT) to the fifth meeting of the 2018-2019 school year. Dr. Witney stated that no meeting had taken place the previous month. He added that the DIT's feedback was needed and welcomed as it is used to drive the work forward.

District Update

Dr. Keith Haffey, Executive Director of Assessment and Compliance, was introduced. He will be giving a presentation about our district's performance as viewed by the Texas Education Agency.

Dr. Witney reported that Dr. Muri is currently working with Good Reason Houston, an organization which brings community and school district leaders together with the goal of creating better schools and improving the Houston community. Increasing FAFSA completion is one of the goals of GRH, since Houston's participation is low. This goal also aligns with Spring Branch's T-2-4 goal. He shared the Board of Directors from Good Reason Houston, and added that "these are powerful people who care about public education."

Board Member Mrs. Minda Caesar, then gave an update. She indicated that the Board of SBISD has several legislative priorities, including school finance, school safety, accountability, and Pre-K. She reiterated that local control is important, and discussed some of the bills being considered by both the House and Senate members in Austin. She encouraged DIT participants to follow the legislative happenings in Austin as they directly impact our district. Vigilance was recommended.

Dr. Witney opened up the floor to questions about school finance and encouraged DIT participants to play a role in the discussion. He reminded all about the power of community advocacy in helping move things forward.

Board member Mrs. Chris Vierra then gave an update about the mismatch of the STAAR test readability level. There have been recent reports on the inaccuracy of the reading level of STAAR tests (*New York Times* and *Texas Monthly*). Accountability ratings are based on test performance, so readability levels of

tests should be accurate. She added that the SBISD School Board is advocating for accountability and high levels of rigor. She reiterated the importance of being vigilant and staying tuned for further developments.

Dr. Witney encouraged audience to ask questions.

One DIT member asked if there would be a decision about STAAR tests being changed or administered differently due to recent questions being raised. The response was that we don't know, and are not optimistic about something changing soon, as TEA would need a waiver from the federal government to not report test results.

Another DIT member, a teacher, remarked that she was glad that people are looking deeply into the readability levels of STAAR because teachers have always found an inconsistency in what students were being expected to read in the exams.

A third DIT member, a principal remarked on how much he appreciates that Spring Branch uses multiple measures to gauge progress and set goals. He added that when schools are in Improvement Required status, it creates stress for teachers and others at schools and this leads to people leaving the profession. It's positive to see the recent developments.

Dr. Witney then reiterated our single goal of T24 and our trustees' commitment to using multiple measures to drive the work forward. He spoke about the origin of this single goal, and how as our North star, post-secondary completion matters.

In handing off to Dr. Haffey, Dr. Witney reminded the audience that Dr. Haffey's presentation is part of a much larger measurement strategy that looks at whole child success. DIT members reflected for two minutes with thought partners.

Dr. Keith Haffey presented the annual Texas Academic Performance Report 2017-18 District Performance (TAPR). The report consists of five parts: 2017-2018 Accreditation Statuses, District Profile, STAAR Performance, Graduation, and College Readiness. Dr. Haffey went through the 110 slides of the PowerPoint presentation as he presented to the DIT.

Reactions/thoughts/questions were elicited from the audience.

1-One DIT member is interested in seeing the data from two-parent households and single-parent homes. The participant remarked that since family units are broken down in today's society, perhaps we should be looking at bigger issues.

2--Another participant is wondering how Social-Emotional Learning (SEL) impacts the data. How does the school day impact those kids that come from one-parent households in a positive way?

Dr. Witney reminded all to continue reflecting on the data and Dr. Haffey's presentation and continue reaching out as questions/thoughts arise. He said that while our district has some things to be proud of, there is much to be done still, since we are an Every Child district.

Approval of Minutes

Dr. Witney asked the DIT to review and approve the January 2019 meeting minutes. As no changes were recommended by the DIT, Stephen Speyrer motioned to approve the minutes. Crystal Fain seconded the motion for approval. The minutes were approved unanimously.

Closing

Dr. Witney closed by thanking all in attendance and Dr. Keith Haffey for his presentation. The meeting was adjourned at 6:22 PM.

Inspiring minds.
Shaping lives.



Spring
Branch

Independent School District

District Improvement Plan/ Every Student Succeeds Act (ESSA)

May 2, 2019

Agenda

- ★ District Improvement Plan Goals
- ★ Title I, Part A
 - ◆ Improving Basic Programs
- ★ Title II, Part A
 - ◆ Teacher and Principal Training and Recruiting
- ★ Title III, Part A
 - ◆ English Language Acquisition, Language Enhancement, and Academic Achievement Act
- ★ Title IV, Part A
 - ◆ Student Support and Academic Enrichment Program
- ★ TEA Priorities and District ESSA Goals

DIP Goals

- ★ Goal 1: Learning Ecosystem: Establish personalized learning environments to ensure college and career readiness for Every Child.
- ★ Goal 2: Extraordinary People: Recruit, develop, and retain the best talent to support students in a more personalized environment, with a particular focus on ensuring teachers are supported to deliver strong instruction.
- ★ Goal 3: Customized Supports: Design, deploy, and align people, programs, places, partners and processes to provide vital services and personalized resources to meet the individualized needs of our students and families.
- ★ Goal 4: Resilient Foundation: Drive maximum organizational effectiveness through consistency; transparency; soundly-aligned and clearly-understood structures and processes; and, robust, accessible and actionable data and analytics tools.

Title I, Part A

- ★ Title I, Part A funds provide supplemental resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards.
- ★ Title I, Part A supports schools in implementing school-wide program operates to benefit **ALL** students on the campus.
 - ◆ Schoolwide programs are exactly that...**SCHOOLWIDE**...with flexibility to serve any student on the campus needing support to meet the State's challenging content and student performance standards.
 - ◆ Campuses that have a student population of at least 40% economically disadvantaged are served as schoolwide.
- ★ These programs must use effective methods and instructional strategies that are evidence based.

Title I, Part A cont.

Under ESSA there will be a focus on well-rounded education

- | | |
|-------------------------------------|--------------------------------|
| ◆ English, Reading or Language Arts | ◆ Writing |
| ◆ Math | ◆ Computer Science |
| ◆ Science | ◆ Engineering |
| ◆ Civics & Government | ◆ Physical Education |
| ◆ Economics | ◆ Music |
| ◆ History | ◆ Career & Technical Education |
| ◆ Geography | ◆ Health |
| ◆ Foreign Language | ◆ Technology |
| ◆ Arts | |

2019-2020 Planning Entitlement

★ **Planning Amount**

◆ \$10,114,376

★ **Proposed Activities**

- ◆ Private, non-profit participation
- ◆ Parental involvement opportunities
- ◆ Summer Schools
- ◆ Pre-K Support
- ◆ Services to homeless students at non-Title I campuses
- ◆ School of Origin transportation for homeless students
- ◆ Communities in Schools
- ◆ Staff development
- ◆ Intervention programs
- ◆ Instructional resources

Title II, Part A

- ★ Title II, Part A funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly effective teachers in the classroom and highly effective principals and assistant principals in schools.
- ★ The program uses evidence based professional development and holds districts and schools accountable for improvements in student academic performance.

2019-2020 Planning Amount

- ★ **Planning Amount**
 - ◆ \$1,176,023
- ★ **Proposed Activities**
 - ◆ Private, non-profit participation
 - ◆ Supplemental professional development in the content areas including the personalized learning and integration of technology into instruction for improving teaching and learning
 - ◆ Parental involvement opportunities
 - ◆ Teacher recruitment

Title III, Part A

- ★ Title III, Part A funds are used to ensure that English language learners (ELL) and immigrant students attain English language proficiency and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

2019-2020 Planning Amount



★ Planning Amount

- ◆ \$1,083,754



★ Proposed Activities

- ◆ Provides high-quality language instruction
- ◆ Provides high-quality professional development to classroom teachers, principals, and administrators
- ◆ Provides tutors
- ◆ Welcome center support
- ◆ Pre-K support

Title IV, Part A



Purpose: Improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to--

- ◆ **provide access to, and opportunities for, a well-rounded education for all students**
- ◆ **improve school conditions for student learning in order to create a healthy and safe school environment; and**
- ◆ **Improve access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.**

2019-2020 Planning Amount

★ Planning Amount

◆ \$740,520

★ Proposed Activities

- ◆ Private, non-profit participation
- ◆ Provides professional development for technology education
- ◆ Support mentors, volunteers, and Communities in Schools
- ◆ Support and provide mental health services.
- ◆ Support district safety and security needs
- ◆ Provide Crisis Intervention Officers



TEA Priorities

- ★ **Recruit, support, and retain teachers and principals**
- ★ **Build a foundation of reading and math**
- ★ **Connect high school to career and college**
- ★ **Improve low-performing schools**
- ★ ***New Priority:* Family and Parent Engagement**

ESSA Identified 5 Year District Goal

- ★ **Build a foundation of reading and math**
- ★ **Post-Secondary Readiness (Achievement)**
- ★ **By June 2022, at least 59% of SBISD students will demonstrate college-readiness through academic performance.**

Questions???

**Lawanda Coffee, Director
External Funding and Compliance
713-251-2267
Lawanda.coffee@springbranchisd.com**

Proposed updates to the 2019-2020 Student Code of Conduct

Levels of Behavior

- Add: Level I incidents: [behavior contracts](#) (C-9)
- Add: Level I incidents: [bus warnings](#) (C-9)
- Add: Level I incidents: [compliance with dress code](#) (C-9)
- Change: For ~~persistent~~ Level I incidents, the following corrective actions and/or Level II interventions may be applied: (C-10)
- Add: [removal from bus transportation](#) (C-10)
- Add: [Level II: Persistent Level I offenses](#) (C-10)
- Add: [Level II: Vandalism](#) (C-10)
- Add: Level II: Harassment, bullying/[cyber-bullying](#) [see [Bullying](#), p. C-17]; (C-10)
- Remove: ~~Probation~~ (C-10)
- Remove: Removal from class for ~~up to three days~~ (campus ISS); (C-10)

Definitions and Explanations of Student Violations

- Remove: Misdemeanor tickets for minors in possession of ~~alcohol and/or~~ drugs/~~tobacco~~ on school property may be issued by the SBISD Police Department. (C-20)
- Add: [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-Source/Students/documents/class_c_misd_citations_and_complaints_sept15.pdf](#) (C-13 & C-20)

Add: [Alcohol Intervention Program](#) (C-26)

The district will provide an alcohol first offense program for students. The program will include campus consequences, off campus placement, and an alcohol intervention program led by a licensed chemical dependency counselor.

For alcohol first offense incidents, behaviors should be supported by the below management techniques appropriate for the student, the school environment, and the situation:

- Two days of out of school suspension
- Ten days of a district-sponsored alcohol intervention program

If students do not successfully complete the alcohol intervention program, then a 45 day DAEP assignment will be administered.

Definitions and Explanations of Disciplinary Consequences

- Add: [Provides appropriate learning resources for classroom instruction](#); (C-27)
- Change: [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 ~~drugs or~~ alcohol. ~~At the principal's discretion, a~~ [A student may will](#) be offered a ~~waiver of~~ [ten day alcohol intervention](#)

program at the district alternative education program. ~~in exchange for with the successful completion of a district sponsored drug/alcohol abuse prevention program.~~ Failure to successfully complete the district-sponsored program will result in a mandatory placement to the DAEP. All alcohol offenses after the first one will result in a recommendation to the DAEP. (C-27)

- Add: If this is a student's first illegal drug 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 drugs. A student will attend DAEP for 45 days with a review at 15 days and 30 days. The district will provide the student a substance abuse program. (C-27)

Restrictions during Placement

- Add: 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 18-19.pdf> (C-28)
- Add: 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. (C-28)

Parent/Student Handbook
2019-2020 Revision Highlights

- School schedule are in the process of being updated
- H-2: Clarify wording on grade placement for incoming students
- H-3: Clarify wording on student transfer non-renewals
- H-8 through H-11: Updated information on School Safety procedures and 1protocols
- H-13: Only advanced academic courses on the Board approved list are eligible for exemption from eligibility rules.
- H-15: Clarify wording on limits to extracurricular practice and performance limits
- H-24: Updated Secondary Dress Code
- H-26 through H-28:
 - Child Nutrition Services updated language to ensure compliance with federal and state laws and regulations.
 - Revised processes for requesting refunds from students' lunch accounts
 - Updates to "Smart Snack" rules
- H-34: Added language about appropriate student use of district-provided technology equipment
- H-41: Deleted information exists in Course Catalog and Grading Expectations documents
- H-41: Added information about accessing Course Catalog and Grading Expectations documents
- H-46 through H-51: Deleted information exists Course Catalog documents
- H-52: Revised description for Academy of Choice (AOC)
- H-53: Added information pertaining to Advanced Placement Exams
- H-55 through H-66: Deleted information exists in Grading Expectations documents
- H-67 through H-70: Updated testing calendars
- H-70 through H-78: Deleted information exists in Course Catalog and Grading Expectations documents

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;
- 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.

Preventative Practices / Behavior Intervention Strategies and Supports

Behavior Supports

Tier 4 | Positive Behavior Interventions Systems

~~Tier 1 interventions include school-wide procedures that foster proactive safe, healthy, supportive learning environments and promote social and emotional learning along with developing a connection among school, home, and community.~~

Tier 4 | interventions target support the entire population of a school through the development of positive school-wide expectations that focus on appropriate behaviors, skill development, and behavioral well-being. Tier 4 | 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 following meeting them is a more positive proactive approach to discipline than waiting for misbehavior to occur before responding. Tier 1 student interventions are implemented to help meet the school-wide expectations. Students who require additional interventions should be placed on Tier 2 or Tier 3 interventions.

Tier 1 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, ~~school staff, and principals~~ in discussion about ~~student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior,~~ 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 ~~placed on Tier 2 or Tier 3 interventions~~ referred to the Student Support Committee.

Behavior Support Team Student Support Committee (SSC)

Each campus ~~is encouraged to have~~ has a team that drives the implementation of Response to Intervention: Behavior (RtI:B) for the school ~~building~~. This team may include a building administrator, ~~behavioral specialist,~~ school counselor, ~~social worker,~~ CIS/CYS, and/or teachers. ~~The team develops and implements effective behavior management and motivation practices—as well as behavior support for all students. Progress data and outcome data are collected and reviewed by the team to determine the success of implementation and to determine areas of need.~~ 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 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 2 II Interventions

Tier 2 II interventions provide ~~targeted supplemental interventions to~~ supports for students whose needs are not ~~being met through~~ responding to Tier 1 strategies. Interventions within the Tier 2 II system are ~~more specific to the needs of some children and~~ designed for a smaller number of students who require more supplemental supports for skill development. ~~focused behavioral support. Interventions are implemented through the use of a comprehensive developmental approach that focuses on skill development, increasing protective factors for students and families, and preventing risk factors or early-onset problems from progressing.~~

Decisions to implement Tier 2 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. ~~Progress monitoring is used for evaluating student outcomes, determining if adjustments should be made to an intervention, or if a student needs more intensive interventions provided through Tier 3 supports.~~

Tier 2 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.
- **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.

Tier 3 III Interventions

Tier 3 III supports interventions are designed for individual individualized and intended for students who are identified as having severe, chronic, or pervasive persistent behavioral concerns. The goal of these interventions is to diminish problem behaviors of concern and increase a student's skills and opportunities for an enhanced quality of life. A collaborative teaming process is followed when developing and implementing Tier 3 supports. An individualized comprehensive and developmental approach is utilized in the implementation of these interventions that are designed to reduce risk factors and increase protective factors of students. 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 3 III interventions are tailored to meet a student's specific needs and the characteristics and specific circumstances related to the student. Tier 3 interventions include: **Referral to The Harris Center for Mental Health & IDD:** contact SBISD System of Care, 713-251-2336.

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 Justice Healing Circle Practices (RP):** Intervention that allows students, school staff, parents, and others involved in a conflict to discuss the harm caused by an incident and to develop a plan to heal and correct the incident. 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 abuse use counseling services:** Occurs for behavior related to substance abuse use, or with those for whom there is reason to believe substance abuse 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.

Additional Interventions

Tips for Calming Conflict

- **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.

Additional Intervention Strategies

- **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.
- **Restorative Justice Healing Circle:** Intervention that allows students, school staff, parents, and others involved in a conflict to discuss the harm caused by an incident and to develop a plan to heal and correct the incident.
- **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.
- **Mentoring program:** Involves pairing students with mentors (a school counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.
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- **Sensory Bucket:** A container with interactive tools designed to meet the sensory needs.

System of Care

System of Care is a team designed to support campuses while they adopt restorative discipline practices and tiered student interventions. School support varies from providing student-centered interventions regarding mental health and addiction, to aiding grade levels of teachers and administrators build skill in student behavior plans and positive behavioral intervention support.

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 systemofcare@springbranchisd.com.

Turn-around Opportunities Through Active Learning (TOTAL)

TOTAL serves as the District's elementary alternative program that positively supports student behavior and mental health needs for all elementary students in the District. Students may be referred by parents or campuses in order to receive specialized behavioral and mental health support in a small academic environment. TOTAL is a fully restorative program that is focused on active movement and providing wraparound services for students as they build social skills and executive functioning skills. To learn more about this program or to seek support, contact SBISD System of Care, 713-251-2336.

This item will be deleted.

Tier 1

Good First Instruction for ALL Students

- **Instruction**
 - Teacher utilizes research-based strategies that engage all students
 - Good first instruction that meets the TEKS
 - Differentiated instruction that meets the needs of all students
- **Environment**
 - Builds on the strengths & gifts of each child
 - Provides students of poverty the same opportunities for success after high school as students from non-poverty homes
 - Instills in every student the belief that they can achieve more than they think possible
 - Assures that every adult is committed to successful completion of some form of higher education for every child
- **Assessment**
 - Continuous assessment (formative & summative) to inform instruction
 - Feedback is provided to students regularly

Student is successful – continue with
Good First Instruction

Student does not meet the standards
or maintain passing grades

Targeted, Differentiated, Small Group Instruction in the Classroom

- Set a focused, specific goal – **(Sample documents)**
- Teacher selects & implements a specific intervention for 3-6 weeks
- Teacher monitors & documents measurable, specific evidence related to the goal
 - Strategies utilized – **Dyslexia, Academic, Speech, Behavior**
 - Observations
 - Data
 - Student samples
 - Accommodations
- Evaluate progress toward the specific goal after 2 weeks of targeted intervention
- After 3 weeks, if the student is not making progress select a new intervention (same goal), monitor & document measurable, specific evidence related to the goal for an additional 3-6 weeks

Additional Resources

- Pre-K Language Arts Record of Progress
- DRA & Focus for Instruction
- Definitions & Characteristics of Dyslexia
- Speech interventions
- Occupational Therapy
- Learning styles inventory

Student has met the goal
Continue best practices for
good first teaching

Student is making progress
Continue interventions and
working toward goal

Student is not making
progress after 2 documented
periods of intervention
Complete referral to SSC
Form SSC-1

Academic Behavior Speech

*If a disability is suspected under Section 504, the SSC must refer a student for 504 evaluation to consider eligibility under Section 504. Draft – February 2015

This item will be deleted.

Tier 2

Referral is initiated to Student Support Committee

- **Teacher requests SSC meeting – Form SSC-1**
 - Include all evidence related to focused, measurable goal collected in Tier 1
 - Include standardized data
 - Include current grades
- **SSC Convenes – Form SSC-2 Meeting Notes**
 - Discuss concerns, strengths, review student history and analyze data collected
 - SSC sets 1-2 focused, measurable goals addressing the area of concern
 - SSC creates an action plan – this may include collaboration with Dyslexia Teacher, LSSP, or Speech Language Pathologist
- **Parents may be included in initial SSC meeting**
 - If parents are not included, intervention plan should be shared with parents
- **Set follow-up meeting date**



Implementation of Tier 2 Intervention Plan

- **Teacher implements Tier 2 intervention plan for minimum of 6 weeks**
 - Additional 60-90 minutes per week
- **Teacher monitors & documents measurable, specific evidence related to the goal – SSC-4**
 - Strategies utilized
 - Observations
 - Data
 - Student samples
 - Accommodations
- **Evaluate progress toward the specific goal - weekly**
- **After 3 weeks**, if the student is not making progress SSC may adjust the intervention (same goal), monitor & document measurable, specific evidence related to the goal for an additional 3-6 weeks
- **After 6 weeks**, the SSC evaluates student progress toward goal



Student has met the goal
Student returns to Tier 1 or remains in Tier 2 with instructional adjustments



Student is making progress
Continue interventions and working toward goal for 3-6 more weeks
SSC re-evaluates progress



Student is not making progress

- SSC reviews data
- SSC updates parents
- Student moves to Tier 3

*If a disability is suspected under Section 504, the SSC must refer a student for 504 evaluation to consider eligibility under Section 504. Draft – February 2015

This item will be deleted.

Tier 3

Student Support Committee Reconvenes

- Parents are contacted – **Form SSC-5 Meeting Notice**
- SSC Reconvenes – **Form SSC-3 Meeting Notes**
 - Discuss concerns, strengths, and analyze data collected
 - SSC sets 1-2 focused, measurable goals addressing the area of concern
- SSC creates an action plan for the classroom and supplemental intensive intervention
- SSC determines who will provide the supplemental intensive intervention
- May include a Dyslexia Evaluation
- Set follow-up meeting date

Implementation of Tier 3 Intervention Plan

- Teacher continues implementing Tier 3 intervention plan for minimum of 6 weeks
 - Additional 60-90 minutes per week
- Intervention Specialist provides supplemental, intensive intervention
 - This occurs 2-3 times per week
- Teacher & Intervention Specialist coordinate, monitor & document measurable, specific evidence related to the goal – **Monitoring form SSC-4**
 - Strategies utilized
 - Observations
 - Data
 - Student samples
 - Accommodations
- Evaluate progress toward the specific goal on weekly basis
- After 3 weeks, if the student is not making progress SSC may adjust the intervention (same goal), monitor & document measurable, specific evidence related to the goal for an additional 3-6 weeks
- After 6 weeks, the SSC evaluates student progress toward goal

Student has met the goal

Student returns to Tier 1 or remains in Tier 2 with instructional adjustments

Student is making progress

- Continue interventions and working toward goal for 3-6 more weeks
- Update parents
- SSC re-evaluates progress

Student is not making progress

- SSC reviews data and adjusts interventions for 3-6 more weeks
- SSC updates parents

SSC determines specialized evaluation – Special Education (FIE or Speech only), Dyslexia evaluation, 504 evaluation

*If a disability is suspected under Section 504, the SSC must refer a student for 504 evaluation to consider eligibility under Section 504. Draft – February 2015