

Manor Independent School District

District Improvement Plan

2023-2024

Accountability Rating: C



Board Approval Date: October 16, 2023
Public Presentation Date: October 16, 2023

Mission Statement

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.

Vision

Manor ISD is the best district in Texas where we provide an equitable education for all scholars and graduate them ready to become leaders in our community.

Core Beliefs

- Each scholar has the right to an equitable, high-quality education that addresses the whole child and empowers them to achieve their individual path to success, becoming contributing members of our community.
- In collaborating as a diverse community that unites and supports the unique potential and interests of each scholar.
- In the diverse and unique contributions of our scholars, families, community, and staff.

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Comprehensive Needs Assessment

Revised/Approved: September 29, 2023

Demographics

Demographics Summary

Manor Independent School District, categorized as a major suburban community district, covers 100 square miles and serves families in the Austin, Manor, and Elgin communities. The district is a unique blend of urban east Austin and rural Travis County, which features high-tech leaders such as Samsung and Applied Materials to miles of undeveloped farmland. Manor ISD currently has two high schools (one of which is split into three different programs), one alternative high school, three middle schools, and 10 elementary schools (including the Child Development Center). Ten of Manor ISD's campuses are Title I campuses.

STUDENTS:

Manor ISD served 9,371 students based on the 2022-23 fall PEIMS snapshot. Templeton Demographics estimates Manor ISD will reach 12,255 students within the next five years. Student enrollment is comprised of 6,052 (64.85%) Hispanic/Latino students, 1,954 (20.85%) African American students, 475 (5.07%) White students, 417 (4.45%) Asian students, 284 (3.03%) students with two or more races, 30 (0.32%) American Indian/Alaskan Native and Hawaiian/Pacific Islander students. 70% of students are coded as Economically Disadvantaged.

Students enrolled in special programs was comprised of 46% Emergent Bilingual students, 9.6% Gifted/Talented students, and 11% Special Education students. To start the 23-24 school year, Manor ISD has experienced a 3% growth in students and as of September 2023 are close to breaking 9600 students.

The Board of Trustees approved a new compensation plan for 2022/2023 which placed Manor ISD in the top 25% of market comparison for districts of similar size in the area.

Manor ISD has greater diversity among our teaching population which allows us to better connect with our diverse student body, there is still a mismatch between some student populations and teachers who represent those same populations.

Bilingual certified teacher positions have been difficult to fill as candidates are in high demand across the state. Manor ISD offers a \$7,000 stipend for bilingual certified teachers of record and \$4,000 for bilingual certified interventionists, instructional coaches, literacy coaches, LSSPs, and SLPs who provide 100% of their support directly to bilingual education students. Special education positions are also difficult to fill.

Demographics Strengths

Manor has a rich and diverse population, with strong cultural values in a community that is supportive and accepting of diverse opinions and cultures. Our diversity in leadership, in families, and in our students helps us to understand the growing diversity in the United States in ways that other school districts are just beginning to grasp. 37 different languages are represented across our district, and they bring experience and rich context with them as we learn and grow together. Additionally, the ethnicity breakdown of the Gifted and Talented student population is approaching the ethnicity breakdown of the district's student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Manor ISD did not have enough bilingual certified teachers to meet the needs of students in the bilingual program.

Problem Statement 2: Manor ISD continues to experience vacant teaching positions despite a high relative starting teacher salary. **Root Cause:** There is a teacher shortage in Central Texas, and teachers are looking beyond salary towards career advancement and job satisfaction.

Student Learning

Student Learning Summary

The following data comes from the raw STAAR data. As of the publication date for the District Improvement Plan (DIP), the Texas Education Agency has not released the Accountability Subset.

2022 and 2023 Spring STAAR/EOC Combined Across Grades/Tests

	MISD RLA (Reading 3-8, English I-II)			
	Total Tests	Approaches & Above	Meets & Above	Masters
2022	5681	59%	36%	13%
2023	5522	58%	32%	8%

	MISD Math (Math 3-8, Algebra I)			
	Total Tests	Approaches & Above	Meets & Above	Masters
2022	4897	45%	19%	7%
2023	4919	52%	22%	7%

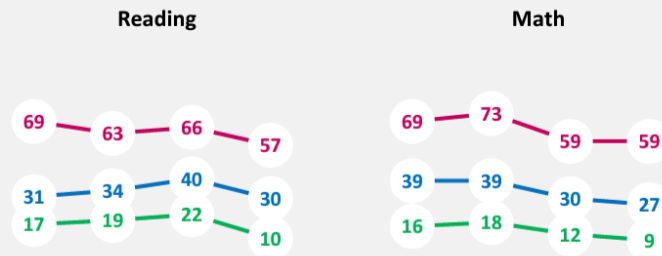
	MISD Science (Sci 5 & 8, Biology)			
	Total Tests	Approaches & Above	Meets & Above	Masters
2022	2288	54%	24%	8%
2023	2325	59%	21%	6%

	MISD Social Studies (SS 8, US History)			
	Total Tests	Approaches & Above	Meets & Above	Masters
2022	1215	55%	27%	12%
2023	1361	65%	31%	10%

STAAR Reading & Math - Grade 3 2018, 2019, 2022, 2023

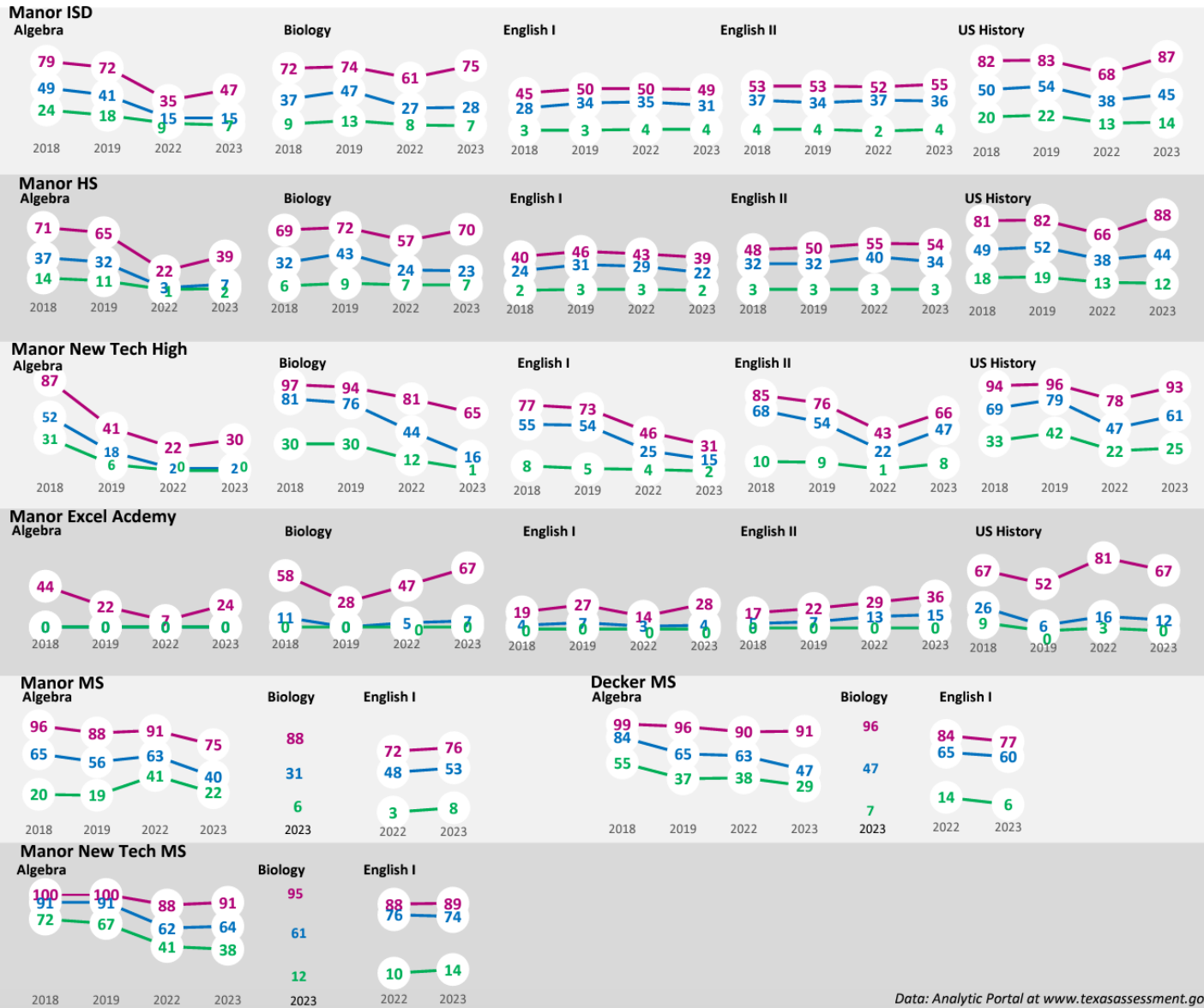
— Appr & Abv — Meets & Abv — Mstr

Manor ISD



Spring EOC 2018, 2019, 2022, 2023

— Appr & Abv — Meets & Abv — Mstr



Data: Analytic Portal at www.texasassessment.gov

2023 CCMR State Rate Calculations (based on 2021-2022 Graduates)

(Minimum Size Criteria: 10 for the "All Students" group)

	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	High Focus	Cont Enroll	Homeless
# of CCMR Points	406	94	254	26	0	23	2	7	306	78	54	329	321	16
# in Class	620	142	402	36	0	28	2	10	479	159	61	512	460	28
State CCMR Rate	65	66	63	72		82		70	64	49	89	64	68	5

Student Learning Strengths

EOC data showed an increase from 2022 to 2023. CCMR data showed an increase as well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall, Reading and Math has shown a decline in Approaches, Meets and Masters. **Root Cause:** Staffing shortage, COVID learning loss

Perceptions

Perceptions Summary

Manor Independent School District (Manor ISD) is an established and highly respected public school district in the State of Texas. We have a reputation for providing an equitable education for all scholars and graduate them ready to become leaders in our community and beyond.

Manor ISD is a school of choice because here, every scholar has the right to an equitable, high-quality education that addresses the whole child, empowering them to choose their individual path to success. We deliver future-driven educational programs through an innovative, dynamic, high-impact learning environment, utilizing cutting-edge tools that reach each scholar where they are.

Manor ISD is a destination of choice for quality academics that provide unique pathways for scholar success in their pursuit of higher education, career or military readiness.

In a given school year, Manor ISD may serve nearly 10,000 scholars at 18 campuses, 4 of which are High Schools. We have a proud history of innovation through technology and we offer our scholars award-winning technological programs.

This year, we will launch a comprehensive survey to gain better insight from our parents and to help us identify areas of continuous improvement.

Perceptions Strengths

At Manor ISD, our Scholars, Faculty, Staff, and Community are our number one strength.

Secondly, the City of Manor through its rich diverse culture and a strong sense of community support is a strength. The City of Manor is located 12 miles northeast of Austin and is part of the Austin-Round Rock metropolitan area. The population was 5,037 according to the 2010 census. In 2018, Manor was listed nationally as one of the faster-growing suburbs in America and it continues to be the fastest-growing suburb of Austin. Many of our schools are located in Austin, while others are in the City of Manor.

Third, the design of Manor ISD Campuses and pathways for learning make Manor ISD the school of choice for our scholars.

Educational Programs Include but are not limited to:

- **Fine Arts Schools:** Oak Meadows Elementary, Decker Elementary, Decker Middle School - A focus on strong arts programming and arts integration into the core content.
- **New Technology Schools:** Lagos ES, Shadow Glen ES, Pioneer Crossing ES, Blake Manor ES, Manor New Technology MS, and Manor New Technology HS--A focus on project-based learning through New Tech Network.
- **International Baccalaureate Schools:** Presidential Meadows ES and Bluebonnet Trail ES--A focus on creating global citizens with strong worldwide views and perspectives.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The district has not systematically collected perception data with a district wide survey in two years.

Priority Problem Statements

Problem Statement 1: The district has not systematically collected perception data with a district wide survey in two years.

Root Cause 1:

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 23, 2023

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1: The percentage of students who read at or above grade level (Meets) as measured by STAAR in 3rd grade will be 35% in 2024 and 60% by 2028.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 TAPR Results

30% of students were Meets and Above in 2023. This data is NOT based on the official accountability subset which has not been released.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing training to Literacy Coaches who support K-6 teachers in balanced literacy components.</p> <p>Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth from BOY to EOY on identified literacy diagnostic tool.</p> <p>Staff Responsible for Monitoring: District Curriculum, Instruction, and Dual Language Coordinators.</p> <p>Funding Sources: I-Station - Title I, Part A - \$170,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support to scholars through platforms that serve as screeners and/or independent adaptive practice of literacy skills.</p> <p>Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth on state and local assessments.</p> <p>Staff Responsible for Monitoring: Executive Director - Curriculum, Instruction & Assessment</p> <p>Funding Sources: I-Station - Title II, Part A - ESSER Funds - \$170,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide acceleration support to scholars through High Impact Tutoring Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth in Domain 2 - Student Progress Staff Responsible for Monitoring: Executive Director - Curriculum, Instruction & Assessment Funding Sources: Vetted Texas Teacher Core - TCLAS Decision 6 - \$150,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement new curriculum resources for ELA/SLA & Math intervention. Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth in Domain 2 - Student Progress Staff Responsible for Monitoring: Executive Director - Curriculum, Instruction & Assessment Multilingual Education Director Funding Sources: TCLAS DP 8 TCLAS DP 11 - Title III, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing professional learning and training on the implementation of MISD's Dual Language programs in developing culturally responsive bilingual programming and bi-literacy strategies to promote high levels of language and literacy in Spanish and English for Dual language teachers and Literacy coaches. Strategy's Expected Result/Impact: Increased Emergent Bilingual academic achievement by 30% Staff Responsible for Monitoring: Multilingual Education Director Funding Sources: - Title III, Part A - \$30,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Kinder and 1st grade teachers will participate in the HB3 Literacy and Biliteracy Academies. Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth from BOY to EOY on Amplify M. Staff Responsible for Monitoring: Literacy/Biliteracy District Curriculum, Instruction, and Dual Language Coordinators.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Purchasing and implementing READ 180 for self contained classes Strategy's Expected Result/Impact: ELA Passing rate for special education students increase by 10% by 2025 Staff Responsible for Monitoring: Executive Director of Special Programs Funding Sources: Read 180 - IDEA-B Formula - \$10,344	Formative			Summative
	Oct	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 2: The percentage of students score at or above grade level (Meets) as measured by the Math STAAR in 3rd grade will be 36% in 2024 and 62% by 2028.





High Priority

HB3 Goal

Evaluation Data Sources: 2024 TAPR

31% of students were Meets and Above in 2023. This data is NOT based on the official accountability subset which has not been released.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus will implement the identified High Quality Instructional Material (HQIM) 80% of the time. Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. Staff Responsible for Monitoring: District Curriculum, Instruction, and Dual Language Coordinators.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All campuses will implement elements of conceptual mathematical instruction as part of the core instructional block to grow mathematical understanding. Strategy's Expected Result/Impact: 100% of students will demonstrate growth from BOY to EOY on identified mathematics diagnostic tool Staff Responsible for Monitoring: District Curriculum, Instruction, and Dual Language Coordinators. Funding Sources: - TCLAS Decision 1 - \$100,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide acceleration support to scholars through High Impact Tutoring Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth in Domain 2 - Student Progress Staff Responsible for Monitoring: Executive Director - Curriculum, Instruction & Assessment</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide support to scholars through content platforms that serve as screeners and/or independent adaptive practice of mathematical skills. Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth on state and local assessments. Staff Responsible for Monitoring: Executive Director - Curriculum, Instruction & Assessment</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All Kinder-2nd grade teachers will be trained on the new math adoption (Curriculum Associates Ready Texas) Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth from BOY to EOY on iReady diagnostic Staff Responsible for Monitoring: Math District Curriculum, Instruction, and Dual Language Coordinators.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.





Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 99% by the class of 2028 (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 85%, Class of 2027 - 95%)

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Scores, TAPR, and Internal Tracking System (School links)





Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunities for test prep and access to study materials, as well as create a district wide calendar and expand onsite and offsite testing options for students with regards to PSAT, PLAN, SAT, and ACT - grades 8-12.</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness indicator.</p> <p>Staff Responsible for Monitoring: Director of CTE and Director of Counseling Coordinator of Advanced Academics</p> <p>Funding Sources: - Career & Technical (Carl Perkins) - \$8,934</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Employ a district wide platform to centralize internal tracking of student course planning, course credit monitoring, Federal PEIMS reporting, and increase access and usage to programs like Onramps, College Board, ACT, THECB, IB, and Cambium by May 2024</p> <p>Strategy's Expected Result/Impact: Increased in the number of students completing pathways, earning college credit and earning industry based certifications. Improvement in collection and reporting of district PEIMS data.</p> <p>Staff Responsible for Monitoring: Director of CTE, Director of Counseling, Accountability Coordinator, CTE Coordinator</p> <p>Funding Sources: Software system like Schoolinks Platform - Career & Technical (Carl Perkins) - 3 - \$45,000, Software system like the Itopia platform - Career & Technical (Carl Perkins) - 4 - \$37,950</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The CTE department will increase the number of students obtaining industry-based certifications by aligned courses, content and IBC test blueprint, targeted professional development, and more career exploration at the elementary and middle school level.</p> <p>Strategy's Expected Result/Impact: Increased the number of students that pass industry-based certifications.</p> <p>Staff Responsible for Monitoring: Director of College and Career Readiness CTE Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing/summer professional learning on a variety of strategies and content of course while increasing teacher capacity and students' learning.</p> <p>Strategy's Expected Result/Impact: Increase in student course participation, completion, and 'met criteria' in dual credit and other advance course expectations, with courses such as UT OnRamps, ACC Dual Credit, and TSTC Dual Credit.</p> <p>Staff Responsible for Monitoring: Campus Counselor and Advanced Academic Coordinator</p> <p>Funding Sources: - Title IV - SEL and Safety</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase student college and career readiness through college exposure trips (virtual/in-person), advisory or course instruction, community/business partnerships, summer/after school programs.</p> <p>Staff Responsible for Monitoring: Campus counselor, Fine Arts and CTE staff, and Advanced Academic Coordinator.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 4: The percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5 percentage points.

Evaluation Data Sources: PEIMS Discipline Report





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will review bullying procedures with all students and parents during the first week of school.</p> <p>Strategy's Expected Result/Impact: All students and parents will be knowledgeable about bullying procedures including the reporting of bullying.</p> <p>Staff Responsible for Monitoring: Chief Schools Officer/Chief of Police</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an adult mentor for 100% of students whose parents request one.</p> <p>Strategy's Expected Result/Impact: Students with mentors will increase their attendance, improve grades, and/or decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: Mentor Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent training will be offered to Title I campuses during the year and address both academic and social emotional needs of families.</p> <p>Strategy's Expected Result/Impact: Parents report student behavior issues declined. Decrease in student referrals</p> <p>Staff Responsible for Monitoring: Family Engagement Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 5: The Meets performance level for all Emergent Bilinguals will increase: RLA from 17% to 22%; Math 15% to 20%

Evaluation Data Sources: 2023 TAPR





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will hire two 100% Dual Language Coordinators and .80 Secondary Coordinator to provide professional development on Bilingual, Dual Language, ESL, and Sheltered Instruction strategies to facilitate language, literacy, and content learning for Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: PK-12th grade teachers will improve their instructional delivery to support an increase in Emergent Bilingual scholar achievement.</p> <p>Staff Responsible for Monitoring: Multilingual Education Director</p> <p>Results Driven Accountability</p> <p>Funding Sources: - Title III, Part A - \$258,088</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve Tier I instruction and educational access for Emergent Bilingual scholars by increasing the quality and quantity of language and literacy resources in dual language and ESL classrooms.</p> <p>Strategy's Expected Result/Impact: Increased resources for Emergent Bilingual scholars in bilingual and ESL classrooms will result in access to a curriculum that increases student achievement.</p> <p>Staff Responsible for Monitoring: Multilingual Education Director, Dual Language Coordinator, ESL Secondary Coordinator, EB Newcomer Coordinator</p> <p>Funding Sources: licenses to close skill gaps for EB students - Title III, Part A - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning and focused instructional coaching for content-based language instruction (ESL instructional strategies) to multiple campus groups (integrating ELPS Toolkit)</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to provide CBLI (content-based language instruction) to Emergent Bilingual scholars resulting in greater growth on TELPAS, RLA, and Math.</p> <p>Staff Responsible for Monitoring: Multilingual Education Director, Dual Language Coordinator, ESL Secondary Coordinator, EB Newcomer Coordinator</p> <p>Funding Sources: - Title III, Part A - \$6,200</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Emergent Bilingual scholars with supplemental curriculum and sheltered instructional supports to increase the quality and quantity of language acquisition across the four language domains.</p> <p>Strategy's Expected Result/Impact: Sheltered instruction will result in increased Emergent Bilingual scholar performance as measured by STAAR and TELPAS.</p> <p>Staff Responsible for Monitoring: Multilingual Education Director, Dual Language Coordinator, ESL Secondary Coordinator, EB Newcomer Coordinator, Compliance Coordinator</p> <p>Funding Sources: - Title III, Part A - \$8,400</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide supplemental parent, family, and community outreach on Dual language programming in form of "platicas" community meetings, professional learning, and family literacy to promote family/school partnerships and increase Emergent Bilingual scholar achievement.</p> <p>Strategy's Expected Result/Impact: Families will gain a better understanding of district dual language programming and the benefits of multilingualism as well as, education and community resources to support math and reading at home, increasing the academic engagement and success of their child.</p> <p>Staff Responsible for Monitoring: Multilingual Education Director, Dual Language Coordinator, ESL Secondary Coordinator, EB Newcomer Coordinator, Compliance Coordinator</p> <p>Funding Sources: - Title III, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 6: Provide collaborative and inclusive training to PK and ECSE teachers

Evaluation Data Sources: Increase PK/ECSE inclusion by 10%

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide inclusion and collaborative training specifically related to PK and ECSE</p> <p>Strategy's Expected Result/Impact: Retain PK and ECSE teachers and increase participation of ECSE students in general education PK</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Results Driven Accountability</p> <p>Funding Sources: Supplemental instructional supplies and training - IDEA-B Preschool - \$11,088</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: Manor ISD will establish systems to measure the number of stakeholders who opted in or are set to receive messaging through the district's communication channels.

Evaluation Data Sources: Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Manor ISD will conduct a bi-annual survey to ensure that stakeholders are receiving information from the district and campuses. Strategy's Expected Result/Impact: Annual Increases Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Percentage of caregivers/families who receive text communications from Manor ISD. Strategy's Expected Result/Impact: 100% Staff Responsible for Monitoring: Executive Director of Communications Funding Sources: Talking Points - Title IV - SEL and Safety - \$33,897.60	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Percentage of caregivers/families who receive email communications from Manor ISD. Strategy's Expected Result/Impact: 100% Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Percentage of caregivers/families who receive app notifications from Manor ISD. Strategy's Expected Result/Impact: 100% Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Total number of stakeholder engagement on district website and social media platforms. Strategy's Expected Result/Impact: Must show an annual increase of unique visits, likes, follows and overall reach. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify








Discontinue

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 2: Manor ISD will establish emergency communication processes to support the dissemination of accurate and timely information to internal and external stakeholders during day-to-day emergencies (secure mode, lockdown, after school activity cancellations, etc.) and large scale emergencies (weather events, active threat)

Evaluation Data Sources: District Processes and Procedures Overviews

Strategy 1 Details	Reviews			
Strategy 1: Create annual leadership training on district communication systems Strategy's Expected Result/Impact: Manor ISD Leadership will understand and implement unified communication strategies. Staff Responsible for Monitoring: Communication Staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide support to training district staff on Incident Command protocols Strategy's Expected Result/Impact: Incidents will be handled quickly with accurate information to the public Staff Responsible for Monitoring: Executive Director of Communication	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 3: Manor ISD will develop communication strategies and content to support the distribution of positive information about the students, staff and the district to internal and external stakeholders.

Evaluation Data Sources: The creation and assessment of ongoing communication systems.

Strategy 1 Details	Reviews			
Strategy 1: Create a monthly "magazine" for in-depth positive stories. Strategy's Expected Result/Impact: Monthly magazine developed and sent out. Staff Responsible for Monitoring: Communication Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop content to provide regular updates to the community on good things happening on the campuses. Strategy's Expected Result/Impact: Documentation of positive news sent to internal and external stakeholders. Staff Responsible for Monitoring: Communications Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Update website to increase usability and standardization Strategy's Expected Result/Impact: Parent survey results in positive feelings about website Staff Responsible for Monitoring: Webmaster	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Periodically review the website to ensure accurate information. Staff Responsible for Monitoring: Webmaster	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 4: Ensure that 100% of scholars who request a mentor receive one, and that mentors receive the support necessary to serve our scholars.





Evaluation Data Sources: Mentor and Mentee data assessment

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: Increase Family and Community Engagement by 10% by June 2024.





Evaluation Data Sources: Sign-in Sheets, Survey and participation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire staff and purchases resources to create increase family/community engagement and district wide referral pathway to identify students with mental health, or behavioral health issues.</p> <p>Strategy's Expected Result/Impact: Teachers and Staff are aware of the system System is created and apart of campus procedures Data is collected and reviewed by DAT Team, MAP, and Whole Child</p> <p>Staff Responsible for Monitoring: Ayanna Edwards/Emily Santoyo</p> <p>Funding Sources: Person - AWARE Grant - \$350,000, Parent Liaisons - Title I, Part A - \$426,900, Communities in Schools - Title I, Part A - \$90,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.</p> <p>Funding Sources: - AWARE Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplies will be purchased for parenting events and classes, all of which align with the programs offered.</p> <p>Strategy's Expected Result/Impact: 801 technologies (title 1 crate) reports</p> <p>Staff Responsible for Monitoring: Nelly Reyna</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement mental health interventions and promote mental health awareness to support the well-being of students and educators.</p> <p>Staff Responsible for Monitoring: AWARE Coordinator</p> <p>Funding Sources: - AWARE Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
<p>Strategy 5: Manor ISD Special Programs Department will host at least 3 Family Engagement Meetings and 3 Special Education Parent Advisory Committee meetings</p> <p>Strategy's Expected Result/Impact: Reduce mediations by 10% and improve SPP Parent Involvement by 20%</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Assistant Director of Special Education Special Education Coordinators</p> <p>Funding Sources: Meeting supplies, supplemental pay - IDEA-B Formula - \$6,000, Meeting supplies, supplemental pay - IDEA-B Preschool - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.





Performance Objective 1: 100% of K-12 scholars will have access to technology devices to enhance their learning experience. (Mendez)

Strategy 1 Details	Reviews			
<p>Strategy 1: Manor ISD will develop a 1-to-1 technology plan for all high school students.</p> <p>Strategy's Expected Result/Impact: All high school students will have a laptop computer assigned to them for the school year.</p> <p>Staff Responsible for Monitoring: Chief Operations Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Manor ISD will continue to invest in technology (laptops, tablets, etc.) that will be available in the classroom to provide access to online educational resources and curriculum.</p> <p>Strategy's Expected Result/Impact: Scholars will access educational resources online.</p> <p>Staff Responsible for Monitoring: Chief Operations Officer Chief Academics Officer Chief Schools Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 2: For the 2023-2024 school year, Manor ISD will implement its updated Teacher Incentive Allotment (TIA) system in accordance with the accepted Systems Application which includes the teacher observation rubric, student growth measures, and assessments.





Evaluation Data Sources: Reading/Language Arts and Math Diagnostic Tools
 STAAR
 T-TESS observation rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a monitoring system that includes all 5th and 8th grade Reading/Language Arts and Math teachers that will track teacher T-TESS observation data, student progress on diagnostics and STAAR Interims, and teacher attendance.</p> <p>Strategy's Expected Result/Impact: 100% of teachers being designated as Recognized,</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Chief Human Capital Officer Chief Schools Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet quarterly with campus principals to update and review TIA progress through the monitoring system.</p> <p>Strategy's Expected Result/Impact: Identify progress and make adjustments based on data.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Chief Human Capital Officer Chief Academics Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 3: By 2026, we will increase student participation in the arts by 10% and ensure equitable access to high-quality facilities and equipment for all students across our district.

Evaluation Data Sources: Fine Arts Resource Allocation Data by Campus, Fine Arts Program Participation Rates by Campus





Strategy 1 Details	Reviews			
Strategy 1: Conduct an inventory of Fine Arts facilities and equipment in each school within the district. Identify disparities in the quality and quantity of resources available for Fine Arts instruction. Staff Responsible for Monitoring: Fine Arts Director	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 4: 100% of MISD scholars will meet the requirement for state mandated vision screenings.

High Priority

Evaluation Data Sources: Skyward State & Federal Reports, Swift Screen Reporting





Strategy 1 Details	Reviews			
Strategy 1: Provide training to ensure all staff are prepared to complete the state mandated vision screenings. Strategy's Expected Result/Impact: All staff will be able to perform the state mandated screenings. Staff Responsible for Monitoring: Director of Health and Wellness	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Manor ISD Health & Wellness staff will utilize internal and community partners to communicate and support campus sites on scheduled screening dates. Strategy's Expected Result/Impact: All state mandated screening grades are completed and entered prior to the end of the academic school year. Staff Responsible for Monitoring: Director of Health & Wellness	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 5: 100% of MISD scholars will participate in mental health screeners.

High Priority





Evaluation Data Sources: Daybreak Fall and Sprint Evidence-Based Screeners

Strategy 1 Details	Reviews			
<p>Strategy 1: Manor ISD Whole Child Department will partner with Daybreak to train campus coordinators and administration for implementation of screeners as well as referral pathway.</p> <p>Strategy's Expected Result/Impact: All students 5th-12th grade will participate with parental consent.</p> <p>Staff Responsible for Monitoring: Whole Child Staff and Daybreak</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 6: 80% of students and families experiencing homelessness will report that their primary service needs by MISD are met.





Evaluation Data Sources: Survey student and family satisfaction of service delivery

Strategy 1 Details	Reviews			
Strategy 1: Track data, attendance, and grades to help determine needed services and interventions Strategy's Expected Result/Impact: timely response to service needs and satisfaction with delivery of service Staff Responsible for Monitoring: Martha Gonzales Funding Sources: Staff Person - McKinney Vento (TEHCY) - \$46,345	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 7: Reduce the number of students requiring Pregnancy Related Services (PRS) support services by 10%

Evaluation Data Sources: Skyward reports





Strategy 1 Details	Reviews			
Strategy 1: Partner with campuses to provide skills to students to make healthy choices Strategy's Expected Result/Impact: Students surveyed will report a willingness to make healthy choices Staff Responsible for Monitoring: Whole Child Coordinator	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1: 100% of Manor ISD campuses will have secure vestibules, access controls, and security cameras to increase campus safety.

Evaluation Data Sources: Bond Completion List





Every school within the district will be equipped with secure vestibules, access controls, and security cameras.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement secure vestibules across all Manor ISD campuses by the end of the school year using 2019 Bond funds. Collaborate closely with the MISD Bond and Construction team, campus principals, and the MISD Police Department to enhance safety measures.</p> <p>Strategy's Expected Result/Impact: Student safety achievement will be the outcome of close collaboration between the MISD Bond and Construction team, campus principals, and the MISD Police Department, ultimately enhancing safety measures district-wide.</p> <p>Staff Responsible for Monitoring: Director of Bonds and Construction Direct of Facilities Chief Operations Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 2: Establish district-wide preventative maintenance systems and schedules. Collaborate with the MISD Finance department to secure funding for maintenance initiatives and develop a comprehensive system to capture internal and external facility assessment data.





Evaluation Data Sources: Evaluate data sources (internal and external assessments, funding records, and deferred maintenance forecasting model) by ensuring accuracy, relevance, and transparency. Cross-verify information, conduct sensitivity analysis, and validate predictions against historical data. Integrate data for comprehensive analysis, continuously monitor data quality, and refine methods based on feedback to enhance decision-making processes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct internal forecasting facility assessments.</p> <p>Strategy's Expected Result/Impact: Internal facility assessments are critical in aligning and leveraging maintenance and operations resources along with forecasting for future deferred maintenance projects.</p> <p>Staff Responsible for Monitoring: Bond and Construction Director Director of Facilities</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct forecasting facility assessments with external partners.</p> <p>Strategy's Expected Result/Impact: External facility assessments are critical in aligning and leveraging maintenance and operations resources along with forecasting for future deferred maintenance projects.</p> <p>Staff Responsible for Monitoring: Bond and Construction Director Director of Facilities Chief Operations Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 3: Establish a standardized and uniform process for renting the district's available facilities, ensuring efficiency, transparency, and fairness for all.





Evaluation Data Sources: Develop a consistent facility rental process by updating local policy, rental procedures, and fee schedules. Ensure accessibility, community engagement, transparency, fairness, compliance with legal standards, and feedback mechanisms. The goal is to create an efficient, inclusive, and transparent system that meets community needs while promoting fairness and compliance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify rental spaces and develop a consistent facility rental process by updating local policy, rental procedures, and fee schedules.</p> <p>Strategy's Expected Result/Impact: Ensure facility-ready spaces are accessible for the community, students, and Manor ISD partnerships. Develop streamlined rental systems to meet community needs, promote fairness, and ensure compliance.</p> <p>Staff Responsible for Monitoring: Director of Facilities Chief Operations Officer Athletic Director</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 4: Develop a Long-Range Facilities Master Plan

Evaluation Data Sources: Manor Independent School District will seek proposals from qualified partners to conduct a comprehensive Long-Range Facilities Master Plan. The selected partner will be responsible for collecting, analyzing, and planning based on various data sources, including design criteria, demographic information, historical data, current and past student projections, physical condition assessments, functional adequacy assessment, and equity reports. The objective is to develop a strategic road map aligning district facilities with future growth, rightsizing, and maintenance needs. The chosen partner will play a pivotal role in guiding Manor ISD's long-term facility management strategy, ensuring a responsive and sustainable approach to facility development and maintenance.





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Partnership Selection through RFP/RFQ. Select a qualified Long-Range Facilities service partner to conduct needs assessments, data collection, design, and implement integration and sustainability strategies.</p> <p>Strategy's Expected Result/Impact: Selecting a qualified Long-Range Facilities service partner is expected to yield comprehensive needs assessments, accurate data collection, innovative facility designs, and effective integration strategies. These results will provide a foundation for future facility planning and development, aligning educational practices with modern standards and community needs.</p> <p>Staff Responsible for Monitoring: Chief Operations Officer Chief Financial Officer Chief Academic Officer Superintendent</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use internal data collection. Organize sessions to review proposed scenarios. Gather feedback and insights from internal stakeholders to refine scenarios.</p> <p>Strategy's Expected Result/Impact: By gathering input from internal stakeholders, the long-range plan will delineate growth strategies and facilitate the alignment and optimization of academic planning efforts.</p> <p>Staff Responsible for Monitoring: Chief Operations Officer Chief Financial Officer Chief Academic Officer Superintendent</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 5: Manor ISD will create and implement a Long-Term Financial Plan (LTFP) to achieve financial sustainability.

Evaluation Data Sources: Evaluation Data will be a series of presentations of a Long-Term Financial Plan (LTFP) for Manor ISD. A preliminary LTFP will be presented to the Cabinet in March 2024 in order to receive feedback and suggestions. The revised LTFP will be presented to the Cabinet in April 2024. A proposed LTFP will be presented to the Manor ISD Board of Trustees at their Regular Meeting in May 2024.





This plan will estimate revenues and expenditures for each year over the next 5 (five) fiscal year including the current year. The plan will show and project the General Fund Balance at the beginning and end of each fiscal year (FY24, FY25, FY26, FY27, FY28).

Strategy 1 Details	Reviews			
Strategy 1: Two-year plan to achieve a balanced budget by June 2025. Strategy's Expected Result/Impact: * 2024-2025 Budget with a deficit of not more than \$10 million * 2025-2026 Budget that is balanced. Staff Responsible for Monitoring: Jeffrey Solomon	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate District needs by developing a profitability model for each campus. Strategy's Expected Result/Impact: Campus specific budgets showing revenue (based on that campus' ADA) and expenditures (based on that campus' actual expenses). Staff Responsible for Monitoring: Jeffrey Solomon	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Improve our processes for Federal/State programs Strategy's Expected Result/Impact: * Hire new Director of Federal/State Programs to oversee grants and processes. * Update existing Federal/State Programs manuals. Staff Responsible for Monitoring: Jeffrey Solomon Funding Sources: - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 6: All Manor ISD campuses will achieve full compliance with the District Emergency Operations Plans by conducting mandatory drills outlined in the Standard Response Protocols provided by the Texas School Safety Center. Drills will be conducted monthly and monitored by the MISD Police Department.




Evaluation Data Sources: Implementing security strategies is expected to result in enhanced campus safety, improved emergency preparedness, increased community confidence, and compliance with safety standards, ensuring a secure learning environment across all Manor ISD campuses.







Strategy 1 Details	Reviews			
<p>Strategy 1: Standard Response Protocols provided by the Texas School Safety Center will be conducted monthly and monitored by the MISD Police Department.</p> <p>Strategy's Expected Result/Impact: Conducting drills will enhanced campus safety, improved emergency preparedness, increased community confidence, and compliance with safety standards, ensuring a secure learning environment across all Manor ISD campuses.</p> <p>Staff Responsible for Monitoring: - Manor ISD Police Department - Campus Administrators - Operations Department</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 1: MISD's teacher retention rate will increase over the next two years (by 2025) from 57% to 70% at the October snapshot dates







Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Manor ISD's compensation plan will become competitive with surrounding districts and markets by 25-26 school year with emphasis on: Teachers Bus Drivers Support Staff Campus and Central Office Administration</p> <p>Strategy's Expected Result/Impact: Alignment within and between pay grades Increased retention rate</p> <p>Staff Responsible for Monitoring: Chief Human Capital Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish multiple pathways for employees to grow professionally and build capacity within the district by 24-25 school year</p> <p>Strategy's Expected Result/Impact: Increased retention Increased opportunities for staff Increase in skilled, knowledgeable staff</p> <p>Staff Responsible for Monitoring: Directors of Human Capital and Human Capital Staffing, Recruiting and Retention Coordinator, Executive Director of Curriculum Instruction and Assessment</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve the quality of customer service for internal and external stakeholders</p> <p>Strategy's Expected Result/Impact: Increased retention rate Improved ratings year over year on climate survey</p> <p>Staff Responsible for Monitoring: Chief Human Capital Officer</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Create an innovative stipend structure to address teaching vacancies within the district. Strategy's Expected Result/Impact: Teachers with greater student loads will receive greater compensation. Staff Responsible for Monitoring: Chief of Human Capital	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize virtual teachers to alleviate teacher vacancies. Strategy's Expected Result/Impact: Students will have a certified teacher. Staff Responsible for Monitoring: Chief of Human Capital	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Create a Manor MS recruitment and retention stipend. Strategy's Expected Result/Impact: Manor MS will be fully staffed. Staff Responsible for Monitoring: Chief of Human Capital	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Using a book study, train leaders on engaging staff and improving organizational culture by 2025 Strategy's Expected Result/Impact: Increased job satisfaction ratings on surveys. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				






Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 2: Improve the skills, knowledge and capacity of the Human Capital team

Strategy 1 Details	Reviews			
<p>Strategy 1: Human Capital staff engage in professional development on human resources processes and systems and maximize HRIS features by 2025</p> <p>Strategy's Expected Result/Impact: Improved efficiency of processing personnel requests Decrease in response time to internal and external stakeholders Increased knowledge with job roles and responsibilities; increased confidence in ability Consistent customer service top two survey ratings as individuals, departments/campus, district Improved stakeholder satisfaction Improved work environment</p> <p>Staff Responsible for Monitoring: Directors of Human Capital and Human Capital Specialists for Reporting, HRIS Systems and Certification</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to HC staff on Talent Ed and Skyward by January 2024</p> <p>Strategy's Expected Result/Impact: Improved speed and accuracy of Human Capital work</p> <p>Staff Responsible for Monitoring: Chief of Human Capital</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.





Performance Objective 3: Design a collaborative year-round recruiting, staffing and retention plan by January 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize multiple avenues to identify talent within and external to the organization</p> <p>Strategy's Expected Result/Impact: Early pipeline of employees Improved district culture of retaining employees Ensuring recruiting and retention is a district wide effort Leveraging multiple job platforms to recruit employees Increased retention rate Improved customer service</p> <p>Staff Responsible for Monitoring: Chief Human Capital Officer, Directors of Human Capital, Campus Principals, and MISD Cabinet</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 4: Hire high quality and retain 90% of Special Education Staff by 2027





Evaluation Data Sources: Professional Development and training provided throughout the school year with at least 90% of Educational Assistants and Associates attending. 90% retention rate of Educational Assistants and Associates

Strategy 1 Details	Reviews			
<p>Strategy 1: Use resources from 321 Insight to provide training for Educational Assistants and Associates that can be implemented and applied in the classroom immediately following training.</p> <p>Strategy's Expected Result/Impact: Improvement in in classroom management and student behavior; Build capacity and skills of Educational Assistants and Associates</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Assistant Director of Special Education</p> <p>Equity Plan</p> <p>Funding Sources: 321 Insight On Demand Professional Development Licenses - IDEA-B Formula - 281-E-11-6299-00-999-2-23-00 - \$5,400</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Work with human capital to hire highly qualified staff to provide high quality evidence based strategies for students receiving special education, 504, dyslexia, Autism.</p> <p>Strategy's Expected Result/Impact: Decrease overall discipline removals by 20% for students receiving special education or 504 services</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Results Driven Accountability</p> <p>Funding Sources: - IDEA-B Formula - \$1,476,339</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 5: Increase Whole Child staff effectiveness with students and families by 10% by June 2024.

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Whole Child staff will participate in professional development, conferences and training that lead to successful programming for families. Staff Responsible for Monitoring: Whole Child Director	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	5	1	The district will hire two 100% Dual Language Coordinators and .80 Secondary Coordinator to provide professional development on Bilingual, Dual Language, ESL, and Sheltered Instruction strategies to facilitate language, literacy, and content learning for Emergent Bilinguals.
1	6	1	Provide inclusion and collaborative training specifically related to PK and ECSE
6	4	2	Work with human capital to hire highly qualified staff to provide high quality evidence based strategies for students receiving special education, 504, dyslexia, Autism.

District Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	I-Station		\$170,000.00
3	1	1	Parent Liaisons		\$426,900.00
3	1	1	Communities in Schools		\$90,000.00
5	5	3			\$0.00
Sub-Total					\$686,900.00
Budgeted Fund Source Amount					\$1,418,691.00
+/- Difference					\$731,791.00
IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Read 180		\$10,344.00
3	1	5	Meeting supplies, supplemental pay		\$6,000.00
6	4	1	321 Insight On Demand Professional Development Licenses	281-E-11-6299-00-999-2-23-00	\$5,400.00
6	4	2			\$1,476,339.00
Sub-Total					\$1,498,083.00
Budgeted Fund Source Amount					\$1,498,083.00
+/- Difference					\$0.00
IDEA-B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Supplemental instructional supplies and training		\$11,088.00
3	1	5	Meeting supplies, supplemental pay		\$4,000.00
Sub-Total					\$15,088.00
Budgeted Fund Source Amount					\$15,088.00
+/- Difference					\$0.00
McKinney Vento (TEHCY)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	1	Staff Person		\$46,345.00

McKinney Vento (TEHCY)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$46,345.00
Budgeted Fund Source Amount					\$46,345.00
+/- Difference					\$0.00
Career & Technical (Carl Perkins)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$8,934.00
1	3	2	Software system like Schoolinks Platform	3	\$45,000.00
1	3	2	Software system like the Itopia platform	4	\$37,950.00
Sub-Total					\$91,884.00
Budgeted Fund Source Amount					\$91,884.00
+/- Difference					\$0.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	I-Station	ESSER Funds	\$170,000.00
Sub-Total					\$170,000.00
Budgeted Fund Source Amount					\$311,295.00
+/- Difference					\$141,295.00
Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	TCLAS DP 8 TCLAS DP 11		\$0.00
1	1	5			\$30,000.00
1	5	1			\$258,088.00
1	5	2	licenses to close skill gaps for EB students		\$9,000.00
1	5	3			\$6,200.00
1	5	4			\$8,400.00
1	5	5			\$5,000.00
Sub-Total					\$316,688.00
Budgeted Fund Source Amount					\$380,297.00
+/- Difference					\$63,609.00

GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV - SEL and Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
2	1	2	Talking Points		\$33,897.60
Sub-Total					\$33,897.60
Budgeted Fund Source Amount					\$96,242.00
+/- Difference					\$62,344.40
UT Gear Up grant contract, Year 2					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
TCLAS Decision 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$100,000.00
Sub-Total					\$100,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$90,000.00
TCLAS Decision 6					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Vetted Texas Teacher Core		\$150,000.00
Sub-Total					\$150,000.00
Budgeted Fund Source Amount					\$600,000.00
+/- Difference					\$450,000.00

TCLAS Decision 8					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,300,000.00
+/- Difference					\$2,300,000.00
TCLAS Decision 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$800,000.00
+/- Difference					\$800,000.00
AWARE Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Person		\$350,000.00
3	1	2			\$0.00
3	1	4			\$0.00
Sub-Total					\$350,000.00
Budgeted Fund Source Amount					\$350,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$7,917,925.00
Grand Total Spent					\$3,458,885.60
+/- Difference					\$4,459,039.40

Addendums

Definitions

Bullying

“Bullying”:

1. Means 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 means, or physical conduct that satisfies the applicability requirements below and that:
 - a. 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;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication 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, or any other Internet-based communication tool.

Applicability

These provisions apply 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:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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.

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 within 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	<p>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.</p> <p>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.</p>
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	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.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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 whether 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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

SUBCHAPTER C. LAW AND ORDER

Sec. 37.081. SCHOOL DISTRICT PEACE OFFICERS, SCHOOL RESOURCE OFFICERS, AND SECURITY PERSONNEL. (a) The board of trustees of any school district may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out this subchapter. If a board of trustees authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer. The jurisdiction of a peace officer, a school resource officer, or security personnel under this section shall be determined by the board of trustees and may include all territory in the boundaries of the school district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the school district and the board of trustees that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

(b) In a peace officer's jurisdiction, a peace officer commissioned under this section:

- (1) has the powers, privileges, and immunities of peace officers;
- (2) may enforce all laws, including municipal ordinances, county ordinances, and state laws;
- (3) may, in accordance with Chapter [52](#), Family Code, or Article [45.058](#), Code of Criminal Procedure, take a child into custody; and
- (4) may dispose of cases in accordance with Section [52.03](#) or [52.031](#), Family Code.

(c) A school district peace officer may provide assistance to another law enforcement agency. A school district may contract with a political subdivision for the jurisdiction of a school district peace officer to include all territory in the jurisdiction of the political subdivision.

(d) The board of trustees of the school district shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

- (1) the district improvement plan under Section [11.252](#);
- (2) the student code of conduct adopted under Section [37.001](#);
- (3) any memorandum of understanding providing for a school resource officer; and
- (4) any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

(d-1) A school district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting:

- (1) the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and
- (2) the property of the school district.

(d-2) A school district may not assign or require as duties of a school district peace officer, a school resource officer, or security personnel:

- (1) routine student discipline or school administrative tasks; or
- (2) contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

(d-3) This section does not prohibit a school district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

- (1) the assigned duties of the officer or security personnel; or
- (2) an incident involving student behavior or law enforcement.

(d-4) In determining the law enforcement duties under Subsection (d), the board of trustees of the school district shall coordinate with district campus behavior coordinators and other district employees to ensure that school district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

(e) The board of trustees of the district shall determine the scope of the on-duty and off-duty law enforcement activities of school district peace officers. A school district must authorize in writing any off-duty law enforcement activities performed by a school district peace officer.

(f) The chief of police of the school district police department shall be accountable to the superintendent and shall report to the superintendent. School district police officers shall be supervised by the chief of police of the school district or the chief of police's designee and shall be licensed by the Texas Commission on Law Enforcement.

(g) A school district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies.

(h) A peace officer assigned to duty and commissioned under this section shall take and file the oath required of peace officers and shall execute and file a bond in the sum of \$1,000, payable to the board of trustees, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. The bond may be sued on in the name of any person injured until the whole amount of the bond is recovered. Any peace officer commissioned under this section must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 93 (S.B. [686](#)), Sec. 2.11, eff. May 18, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. [393](#)), Sec. 9, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. [1114](#)), Sec. 4, eff. September 1, 2013.

Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. [1707](#)), Sec. 2, eff. June 2, 2019.

Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. [1707](#)), Sec. 3, eff. June 2, 2019.

Priority for Service (PFS) Action Plan for Migrant Students-Shared Service Arrangement District

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.



School District:
Region: ESC Region 13, Migrant Shared Service Arrangement

Priority for Service (PFS) Action Plan

School Year: 2021 - 2022

Filled Out By: Marlen Gonzalez
Date: August 30, 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 13 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.	Objective(s): Region 13 MEP and the Shared Service Arrangement (SSA) contact will assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	August 2021- June 2022	Region 13 MEP Staff	NGS PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August-September 2021	Region 13 MEP Staff	PFS Action Plan District
Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August 2021 – July 2022	Region 13 MEP Staff SSA District Contact	PFS Action Plan NGS PFS Reports PFS Criteria

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	August 2021 – July 2022	Region 13 MEP Staff	PFS Criteria, Student PFS Progress -Review Forms, Home visits, Parent communication
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	August 2021 – July 2022	Region 13 MEP Staff	Student Progress Report, Student PFS Progress Review Forms, Home Visits, Phone Call logs, Communication logs
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	August 2021 – July 2022	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	August 2021 – July 2022	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication, Supplemental Services Form
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August 2021 – July 2022	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
Additional Activities			
<ul style="list-style-type: none"> 			



ESC Signature

8/30/2021

Date Completed

LEA Signature

Date Received

**Manor Independent School
District**



Student Code of Conduct

2021-2022

Dear Parent/Guardian:

This Student Code of Conduct provides information regarding expectations for student behavior and consequences for misconduct. Please read and review the information in the Student Code of Conduct with your student so that you have a clear understanding of its content. Once you and your student have reviewed the Student Code of Conduct, please sign the acknowledgment form listed below and return it to the Campus Principal. Please contact your student's teacher or campus administrator if you have any questions about the Code.

Manor Independent School District
2021-2022 Student Code of Conduct
Acknowledgment Form

Student Name: _____

School Campus: _____ Grade Level: _____

I have read, understand, and agree to abide by Manor ISD's Student Code of Conduct for the 2021-2022 school year. I understand that _____ (student name) will be held accountable for the behavior expectations and disciplinary consequences outlined in the Student Code of Conduct. I understand that the Student Code of Conduct governs all behavior at school, at school-sponsored and school-related activities, during online or other remote instruction, during school-related travel, or while traveling in a vehicle owned or operated by the District. I also understand the Student Code of Conduct governs some designated behaviors occurring within 300 feet of school property, some designated behaviors occurring off-campus, including certain electronic communications and postings, and any school-related misconduct regardless of time or location. I understand that a referral for criminal prosecution is possible for certain violations of law.

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

Student Printed Name

Student Signature

Date

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General Overview

Purpose

The Board of Trustees adopted this Student Code of Conduct (SCC) to promote a safe, secure, and optimal learning environment for all students. Inside you will find information regarding:

- The District-wide discipline management plan,
- A description of prohibited conduct,
- The disciplinary options, methods, and consequences for preventing and addressing student misconduct, and.
- The process the District will follow when administering disciplinary consequences.

If there is a conflict between the SCC and the Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and local District policy, the more recently adopted item will control.

Additional Rules

Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the SCC. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in misconduct that is not specifically addressed in the SCC, the student may still be disciplined if the misconduct threatens students or staff or disrupts or interferes with the educational process, learning environment, or school safety.

General Standards of Student Conduct

In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment that does not threaten school safety. Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the SCC.

Notice of Disciplinary Action

Teachers and administrators strive to notify parents/guardians of student conduct concerns as they occur. If a student is placed in in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled from school, assigned to a juvenile justice alternative education program, or taken into custody by a law enforcement officer, the campus behavior coordinator will promptly contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian on the same day the consequence is assigned or recommended. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on the first business day after the disciplinary consequence is assigned or recommended, written notice will be sent to the parent's/guardian's last known address. Another campus administrator may provide notice of disciplinary action if the campus behavior coordinator is not able or available to provide notice. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing a discipline consequence. A school district that receives a bomb threat or terroristic threat relating to a campus or other district facility at which students are present shall provide notification of the threat as soon as possible to the parent(s), guardian(s), or other person(s) standing in parental relation to each student who is assigned to the campus or who regularly uses the facility.

Anti-Discrimination

The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, age, color, or ethnicity when enforcing the provisions of the SCC.

Discipline of Students with Special Needs

This Code of Conduct applies to all students. However, when enforcing its Code of Conduct, the District will comply with federal and state laws pertaining to students with disabilities. For more information about those specific procedures, please contact Executive Director of Special Programs, Michele McKinley

Discipline Appeals

Appeals of disciplinary measures should be directed to the student's teacher or campus administrator, as described in local District policies FNG, FOC, or FOD as appropriate. Depending on the disciplinary consequence assigned, different complaint procedures may apply. A copy of the appropriate policy is available at the campus or central administration office or online at <https://pol.tasb.org/Policy/Code/1150?filter=FNG>. Please note that the email address and dedicated phone number of the campus behavior coordinator or campus administrator responsible for student discipline is listed on the campus homepage. Timelines for filing appeals stated in the policy will be enforced. Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.

The Board of Trustees, through adoption of the Student Code of Conduct, has determined that an appeal of a suspension or DAEP placement decision shall end at their appointed designee. Through adoption of this Student Code of Conduct, the Board has designated the Chief Schools Officer as the Board's designee for this purpose.

Effect of Student Withdrawal

Withdrawal from school after a student has been accused of a violation of the SCC will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District.

Scope of the District's Disciplinary Authority

General Authority

In addition to the disciplinary authority established for certain types of offenses as described within the SCC, the District has general disciplinary authority over a student at the following times:

- At any time during the school day.
- While traveling on District owned or operated transportation or during school-related travel.
- While attending any school-sponsored or school-related activity, regardless of time or location.
- As provided in extracurricular or organization handbooks, by-laws, constitutions, or other guidelines.
- During lunch periods, including those in which a student leaves the campus.
- While on school property.
- For any school-related misconduct, regardless of time or location.
- During online or other types of remote instruction.
- Other off campus conduct as permitted and defined by Chapter 37 of the Texas Education Code, including cyberbullying.
- For certain offenses against other students and school employees, regardless of time or location.
- For certain offenses committed within 300 feet of school property as measured from any

point on the school's real property boundary line.

- If the student is a registered sex offender.

Searches

A student's clothing, personal property, electronic equipment, method of transportation, or school property used by the student (such as lockers or desks) may be searched when there is reasonable cause to believe the search will reveal articles or materials prohibited by the District or other violations of school rules. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. For more information about searches, please review the District's Student Handbook and policy FNF. (Local)

Criminal Conduct

School administrators will report crimes as required by law and may contact local law enforcement regarding suspected criminal activity. Certain acts of misconduct may constitute criminal offenses in addition to violations of the SCC. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

Finally, as the District expects its students to adhere to certain standards of conduct, the District also expects that parents of our students and other visitors will comply with similar standards of conduct and civility expected of our students. Accordingly, a school administrator, resource officer, or school district peace officer may refuse to allow a person to enter or may eject a person from any property under the control of the school district if the person refuses to leave peaceably upon request, and 1) the person poses a substantial risk of harm to themselves or others, or 2) is behaving in a way that is inappropriate for a school setting. A person behaving inappropriately for a school setting may be removed if, prior to the person being removed from District property, 1) the school employee issued a verbal warning that the behavior was inappropriate and could lead to the person's removal of the individual and 2) the person persisted in the behavior. Any person removed from District property may appeal such removal under Board policy FNG (Local) or (GF) (Local) and shall be permitted to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it.

Discipline Considerations & Techniques

Discipline Considerations

Using their professional judgment, campus behavior coordinators will consider a variety of factors when administering disciplinary consequences and determining the duration of the consequence, including but not limited to:

- the degree of severity and risk of danger.
- the effect of the misconduct.
- the age and grade level of the student.
- legal requirements.
- the frequency of the misconduct.
- the student's demeanor.
- the possibility of disruption of the school environment.

When deciding to order a student to out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider: (1) self-defense (*see definitions*), (2) the student's

intent (*see definitions*) or lack of intent at the time of the misconduct, (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct to the extent required by state and federal law, (5) a student's status in the conservatorship of the Department of Family and Protective Services and (6) a student's status as homeless. These factors will be taken into consideration regardless of whether it is a discretionary or mandatory disciplinary consequence.

A student who, upon investigation, is found to be subject to bullying (*see definitions*) will not be disciplined on the basis of using reasonable self-defense (*see definitions*) in response to the bullying, as determined by the campus administration.

The District will also establish a "threat assessment and safe and supportive school team" to serve at each campus of the district and will adopt policies and procedures for the teams. The team is responsible for developing and implementing the safe and supportive school program, as well as conducting threat assessments. These will include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, gathering and analyzing data to determine the level of risk and appropriate intervention (including referring a student for mental health assessment and implementing an escalation procedure, if appropriate based on the team's assessment), and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Finally, security personnel are important members of the District safety team. State law requires that the job duties of the peace officers, school resource officers and security personnel be listed in the District Student Code of Conduct. See job duties listed below:

Training and ability to subdue offenders, including use of firearms, non-lethal weapons, and handcuffs. Exhibit a high level of personal integrity and display high ethical standards. Operate a computer to develop databases and do word processing. Actively monitor interior and exterior of campus for unauthorized persons Instruct in classroom setting (IE: traffic stop education, bullying, dating violence). Respond to calls for service which may include theft, criminal mischief, disturbances, or other disorders on school district sites. Conduct initial and follow-up investigations (or assist with same). Assist in developing and implementing school safety programs. Promote crime prevention and traffic safety programs. Keep informed of and comply with state, district, and campus policies affecting schools, including daily attendance, punctuality, and confidentiality. Assist other local law enforcement and fire agencies, as required or requested. Assist school administration with alleged criminal violations committed by students, when requested. Regularly confer with teachers, counselors, campus administrators, and other staff to identify problems and/or suspected criminal behavior. Maintain contact with and act as a liaison to local law enforcement agencies. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including records of all cases investigated and reports required by law. Comply with all district routines and regulations. Maintain a positive and effective relationship with supervisors, colleagues, students, and parents. Provide traffic control at athletic events, school closings/openings, or as otherwise required. Provide escorts or accompany students, parents, or district staff, as needed. Work effectively and efficiently with a team. Follow safety and security procedures. Other duties as assigned

Discipline is designed to correct student behavior and encourage students to comply with school rules. The District may use any one or a combination of the following strategies or techniques to manage student behavior, prevent or intervene in discipline problems, or address violations of the SCC or campus or classroom rules:

- Verbal correction.
- Seating changes.
- Parent conferences.

- Removal from the classroom.
- Sending the student to the office or other area.
- Transfer to a different classroom or campus.
- Assignment to an alternate setting.
- Behavior modification contracts or improvement plans.
- Separation or “stay away” agreements.
- Assignment of school-related tasks, services, or duties.
- Confiscation of items.
- School probation.
- Restitution or restoration.
- Revocation of interdistrict transfer, as permitted by state law or local DOI Plan, if applicable
- Calming-down time.
- Lunch detention.
- After-school detention.
- Restorative practices
- Demerits or rewards.
- Positive behavior interventions.
- Mediation.
- Peer mentoring.
- Training in conflict management, social skills, managing emotions, and impulse control.
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities.
- Suspension from participation in UIL or district extracurricular activities.
- Revocation of transportation privileges.
- Counseling.
- Detention

- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, by-laws, or other guidelines.
- In-school suspension.
- Out-of-school suspension.
- Disciplinary Alternative Education Program (DAEP).
- Expulsion.
- Verbal correction
- Seating changes
- Parent conferences
- Removal from the classroom
- Sending the student to the office or other area
- Transfer to a different classroom or campus
- Assignment to an alternate setting
- Behavior modification contracts or improvement plans
- Assignment of school-related tasks, services, or duties
- Confiscation of items
- School probation
- Calming-down time
- Demerits or rewards
- Positive behavior interventions
- Mediation
- Training in conflict management, social skills, managing emotions, and impulse control
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities
- Revocation of transportation privileges
- Counseling
- In-school suspension

- Out-of-school suspension
- Disciplinary Alternative Education Program (DAEP)
- Expulsion
-
- Other methods and consequences as stated in the SCC.

State law includes a list of prohibited "aversive" disciplinary techniques, defined as those "intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain". While school districts may still utilize corporal punishment or legally permissible restraints, all other techniques listed in state law are explicitly prohibited and will not be utilized. For a full list of these prohibited "aversive" discipline techniques, see Board policy FO (LEGAL) online at <https://pol.tasb.org/Policy/Code/1150?filter=FO>

General Types of Prohibited Conduct

Misconduct Involving Others

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more "Discipline Management Techniques" if the behavior is committed at school, a school-sponsored or school-related activity, during school-related travel, while traveling on District owned or operated transportation, or when the District has "Disciplinary Authority" as described in the SCC.

- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm, threatens the safety of others, or actually causes injury to others.
- Fighting (*see definitions*) or scuffling that may or may not result in physical pain, illness, or any impairment of a physical condition.
- Engaging in conduct that can or does cause bodily injury (*see definitions*).
- Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail.
- Subjecting a student or District employee, official, or volunteer to physical harm, confinement or restraint.
- Bullying (*see definitions*).
- Cyberbullying (*see definitions*), including conduct that interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.
- Name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence.
- Adding any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer.
- Engaging in harassment (*see definitions*) toward another student or a District employee,

official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, gender, or age.

- Engaging in sexual harassment (*see definitions*) or sexual abuse.
- 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.
- Invasive visual recording (*see definitions*).
- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual.
- Touching one's own private body parts in a sexual manner.
- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment.
- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.
- Engaging in oral or written threats to cause harm or bodily injury (*see definitions*) to another student, a District employee, official, or volunteer, or school property, including threats made using the Internet or other technology resources at school. Students may be disciplined for threats made outside of school, including website or Internet postings, if the threat causes a material or substantial disruption at school or is reasonably forecast to cause one.
- Engaging in oral or written threats of any kind of violence or violent acts.
- Preparing a hit list (*see definitions*).
- Wrongfully obtaining and using another person's identifying information or personal data without permission in order to mislead, defraud, or deceive.
- Hazing (*see definitions*).
- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying.
- Matches or a lighter.
- Tobacco products.
- Electronic cigarettes (*see definitions*), electronic vaping devices, personal vaporizers, electronic nicotine delivery systems or paraphernalia, including but not limited to Juul and Juul pods, or vials, cartridges, or "pens" with liquid or other types of material for use in such devices.
- Fireworks or any other pyrotechnic device.
- Smoke or stink bombs.

**Possessing, Using,
Giving, Selling,
Buying, or Offering
to Sell or Buy
Prohibited Items**

- Laser pointers (unauthorized use).
- Pepper spray or other small chemical dispenser sold commercially for personal protection.
- "Look-alike" drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy.
- Prescription drugs except as permitted by District policy.
- Less than a useable amount of stems, seeds, or other pieces of marijuana.
- Paraphernalia (*see definitions*) related to any prohibited substance, including, but not limited to, marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.
- Designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Razor blades, box cutters, or chains.
- Knives with a blade 5 ½ inches or less.
- Hand instrument designed to cut or stab another by being thrown; including, but not limited to, a dirk, stiletto, dagger, poniard, bowie knife, sword, or spear.
- Fake or "look-alike" weapons.
- Deadly weapons (*see definitions*).
- Poisons, caustic acids, or other materials that may be toxic to the human body.
- BB gun, air gun, or stun gun.
- Ammunition, shells, bullets, or gunpowder.
- Clubs, knuckles, firearm silencers, or similar dangerous weapons.
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts.
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety.
- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another.
- CD or DVD players, cassette players, electronic games, MP3 players, stereo head sets, or other electronic equipment for other than approved use.
- Using, displaying, or having in operational mode a paging device, cellular telephone, or telecommunications device without prior approval (*see definitions*) at school during the school

day

Misuse of Property

- Stealing from others, including the District.
- Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony.
- Damaging, destroying, or vandalizing property owned by others or the District.
- Marking District property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means.
- Attempting to start or starting a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief.

Safety / Disruption

- Threatening to use or exhibit a firearm.
- Discharging a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency.
- Making or participating in false statements or hoaxes regarding school safety.
- Making threats regarding school safety or harm to students and/or employees, regardless of intent.
- Engaging in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program, endanger others, or incite violence.
- Throwing objects that can cause bodily injury or property damage.
- Making false accusations or providing false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer.

Technology

- Sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyberbullying (*see definitions*).
- Using any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher or administrator.
- Making, participating in the making of, transmitting to another via an electronic device, or posting to the Internet a digital video, audio recording, or image of an actual or simulated act that involves a crime or conduct prohibited by the Code of Conduct.
- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.
- Using any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting).

- Using the name, persona, or image of a student, District employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.
- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety.
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means.
- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material.
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's website.
- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.
- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Failure to Follow Rules

- Violating dress and grooming criteria.
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel.
- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee or providing inaccurate information when questioned about possible violations of the SCC.
- Failing to provide proper identification upon request of a District employee.
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct or help conceal any violation.
- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.
- Unexcused tardiness to class.
- Skipping school or class without the District's or parent/guardian's permission.
- Leaving class, the campus, or school events without permission.
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend.

- Violating rules for conduct on school owned or operated transportation.
- Violating rules for operating or parking a motor vehicle on school property.
- Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices.
- Violating the District’s medications policy regarding prescription and over-the-counter drugs.
- Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment.
- Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events.
- Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items.
- Violating other campus or classroom rules for behavior or district policies.
- Using profanity, vulgar language, or obscene gestures.
- Loitering in unauthorized areas.
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to District employees.
- Gambling or betting money or other things of value.
- Inappropriate exposure of a student’s private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing.
- Taking one or more steps toward violating the SCC even if the student fails to complete the intended misconduct.

Other Misconduct

Removal from District Transportation

Reasons for Removal

Appropriate student behavior is essential to the safe operation of District transportation. Students must comply with the expectations of the SCC while using District transportation. In addition to compliance with the SCC, students are expected to comply with the following transportation rules:

- Enter and exit transportation in an orderly manner at the designated stop
- Remain seated in designated seats facing forward
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Comply with lawful directives issued by the driver
- Follow the driver's rules for food or beverages
- Do not extend any body part, clothing, or other article outside of the transportation

- Keep hands, feet, other body parts, or objects to yourself
- Refrain from making loud or distracting noises
- Do not obstruct the driver's view
- Do not throw objects inside the transportation or out of the windows or doors
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment

Procedure for Removal

A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

Removal from Classroom by Teacher

Ordinary Teacher Removal

A teacher may send a student to the campus behavior coordinator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. For these informal removals, the behavior coordinator will use one or more discipline management techniques to address and improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the behavior coordinator will employ other discipline techniques or progressive interventions to improve the student's conduct.

Formal Teacher Removal

A teacher may remove a student from class when:

- The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach or with the learning of other students; or.
- The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach or with the learning of other students.

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.

Placement During Removal

When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.

Procedures for Teacher Removal

No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the campus behavior coordinator or other administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity

to respond. After the conference, the campus behavior coordinator or designee will render a discipline decision and inform the student and parent/guardian of the consequences.

A student who is sent to the campus behavior coordinator's or other administrator's office through an ordinary or a formal teacher removal from class is not considered to have been removed from the classroom for the purposes of reporting data through the Public Education Information Management System (PEIMS) or other similar reports required by state or federal law.

Return to the Classroom

If the teacher removed the student from class because the student engaged in assault resulting in bodily injury, aggravated assault, sexual assault, or aggravated sexual assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent. In other cases where the teacher initiates a formal removal, the student may only be returned to the teacher's class without the teacher's consent if the Placement Review Committee determines that the teacher's class is the best or only alternative.

In-School Suspension (ISS)

Reasons for ISS

Students may be placed in ISS for any misconduct listed in any category of the SCC.

Procedure for ISS

The student will be informed of the reason for placement in ISS and be given an opportunity to respond before the administrator's decision is final. While in ISS the student will complete assignments from his or her teacher.

Out-of-School Suspension (OSS)

Reasons for OSS

Students may be suspended from school for any misconduct listed in any category of the SCC.

Procedure for OSS

The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days at a time.

Assignments During ISS and OSS

The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions. The student will be provided during the period of suspension, whether in-school or out-of-school, an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of the suspension, including at least one option for receiving the course work that does not require the use of the Internet.

Grade Level and Other Restrictions on Suspension

A student who is in second grade or younger cannot receive an out-of-school suspension unless, while at school or at a school-sponsored activity, the student engages in conduct that contains the elements of an offense related to weapons or a violent offense, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

A student who is homeless, as that term is defined in federal law for homeless children and youth, cannot receive an out-of-school suspension, unless the student engages in conduct that contains the elements of an offense related to weapons or a violent offense, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Disciplinary Alternative Education Program (DAEP)

Reasons for Mandatory DAEP Placement

School-Related. A student must be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony.
- Commits an assault (*see definitions*) resulting in bodily injury (*see definitions*) against another.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage in any amount not punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony.
- Engages in an offense relating to abusable volatile chemicals (*see definitions*).
- Engages in conduct that contains the elements of the offense of harassment under specific provisions of the Texas Penal Code (*see definitions*), against an employee of the school district.
- Engages in public lewdness (*see definitions*).
- Engages in indecent exposure (*see definitions*).
- Sells, gives, delivers, possesses, uses, or is under the influence of designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Possesses, other than on his or her person, or uses a knife with a blade over 5½ inches
- Engages in criminal mischief if the damage is greater than \$750
- 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.
- Possesses, other than on his or her person, or uses a firearm (*see definitions*) as defined by state law. Note: Possession of a firearm as defined by federal law is an expellable offense.
- Possesses, other than on his or her person, or uses a knife with a blade over 5½".
- Engages in expellable conduct if the student is between six and nine years of age.
- Engages in criminal mischief if the damage is greater than \$750.
- Engages in a federal firearm offense if the student is six years of age or younger.

Off-Campus. A student must be placed in DAEP for engaging in a Title 5 (*see definitions*) felony offense or aggravated robbery while off-campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,
- A court or jury finds the student engaged in delinquent conduct, or.
- The Superintendent or Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as either a Title 5 felony offense or aggravated robbery (as defined in the Penal Code).

Regardless of Location. A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Issues a false alarm or report (*see definitions*) or a terroristic threat (*see definitions*) involving a public school.
- Retaliates (*see definitions*) against any school employee.
- Is a registered sex offender (*see definitions*) under court supervision, probation, community supervision, or parole.

Students who are: (1) convicted of continuous sexual abuse of a young child or children; or (2) convicted, receive deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred will be placed in DAEP (or JJAEP as appropriate) on the request of the victim's parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.

School-Related. A student may be placed in DAEP for any of the following misconduct if committed while on school property, or while attending a school-sponsored or school-related activity on or off school property:

- Committing any offense included in the list of "General Types of Prohibited Misconduct" in this SCC.
- Abusing the student's own prescription drug or using it in a way other than prescribed; giving, buying, or selling a prescription drug; possessing, using, or being under the influence of another person's prescription drug.
- Offering to sell or buy any amount of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), an abusable volatile chemical (*see definitions*), a prescription drug, or an alcoholic beverage (*see definitions*).
- Preparing a hit list (*see definitions*).
- Engaging in persistent (*see definitions*) misbehavior that violates this SCC.

Off-Campus. A student may be placed in DAEP for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

- The administrator has a reasonable belief that the student engaged in conduct punishable as a felony (other than aggravated robbery or a Title 5 felony), and the student's continued presence in the regular classroom is a threat to the safety of others or is detrimental to the educational process.

Reasons for Discretionary DAEP Placement

- Off-campus conduct for which DAEP placement is required by state law when the administrator does not learn of the conduct until more than a year passes after the conduct occurred.

Regardless of Location. A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- If the student is a registered sex offender (*see definitions*) who is not under any form of court supervision. A registered sex offender who is not under any form of court supervision will be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and such placement is not contrary to the best interests of the District's students.
- Engages in bullying (*see definitions*) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- 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.
- Is involved with a public school fraternity, sorority, secret society, or gang (*see definitions*), including participating as a member or pledge, or soliciting another person to become a member or pledge.
- Is involved in criminal street gang activity (see definition).

Emergency DAEP Placement

An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action.

No later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP; see below.

Procedure for DAEP Placement

Conference. No later than three school days after the student is removed from class, a campus administrator will schedule a conference with the campus behavior coordinator or other appropriate administrator, the student's parent/guardian, and the student. At the conference, the administrator will explain the allegations against the student, inform the student of the basis for the proposed DAEP placement, and give the student an opportunity to explain his or her version of the incident. The District may conduct the conference and make a discipline decision regardless of whether the student or the student's parent/guardian attends if the District made reasonable attempts to have them attend.

If during the term of DAEP placement the student engages in additional misconduct, additional conferences may be conducted and additional discipline may be imposed.

Interim Placement. Until a placement conference can be held, the student may be placed in another appropriate classroom, in-school suspension, or out-of-school suspension. The student may not be returned to the regular classroom pending the placement conference.

DAEP Placement Order. If the outcome of the conference is to place the student in DAEP, the campus behavior coordinator or designee will issue a DAEP placement order. If the length of

placement differs from the guidelines included in the SCC, the DAEP placement order will give notice of the inconsistency.

A copy of the DAEP placement order will be sent to the student and the student's parent/guardian. For those students placed in DAEP for a reason identified in the Texas Education Code, the District will also send the juvenile court a copy of the DAEP placement order no later than the second business day after the placement conference. A copy of the DAEP placement order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the DAEP placement order.

Length of DAEP Placement

The length of a student's placement in DAEP will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Mandatory DAEP placements will result in placement for up to 20 school days. Discretionary DAEP placements will result in placement for up to 15 school days.

Successful completion of school days will be determined at the discretion of the District. Days occurring during school closures when virtual instruction is taking place WILL count as a successful completion of a day in the DAEP. The length of DAEP placement may not exceed one year unless, after review, the District determines that the student is a threat to the safety of other students or District employees.

Students placed in DAEP at the end of one school year may be required to complete the assigned term at the beginning of the next school year. For DAEP placement to extend beyond the end of the school year, the administrator must determine that: (1) the student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or (2) the student engaged in serious or persistent misbehavior that violates the SCC. For purposes of this paragraph only, "serious or persistent misbehavior" means any misconduct identified as being punishable with placement in DAEP or expulsion or three or more violations of the SCC or repeated occurrences of the same violation.

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent/guardian may participate in a proceeding before the Board or Board's designee as provided in policy FNG (LOCAL). Any decision of the Board is final and may not be appealed.

Particular Rules for Registered Sex Offenders

The general SCC rules for DAEP placement apply to registered student sex offenders (see *definitions*) except as modified in this section.

Placement. Registered sex offenders will be placed in a Juvenile Justice Alternative Education Program (JJAEP) in lieu of DAEP if: (1) ordered to attend JJAEP by a court, or (2) if permitted by agreement between the District and the JJAEP.

Length of Placement. Registered sex offenders under court supervision will be placed in DAEP for a minimum of 88 school days, which is the equivalent of one semester. Registered sex offenders who are not under any form of court supervision but are assigned to DAEP must serve a minimum of 88 school days, which is the equivalent of one semester.

Transfers. Registered sex offenders under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Registered sex offenders who are not under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Periodic Review for Registered Sex Offenders. After 80 school days in DAEP, a review committee

will determine by majority vote and recommend to Chief Schools Officer whether the student should remain in DAEP or be returned to the regular classroom. Chief Schools Officer will follow the committee's decision to return the student to the regular classroom unless the student's presence in the regular classroom is a threat to the safety of others, is detrimental to the educational process, or is not in the best interests of the District's students. Conversely, Chief Schools Officer will follow the committee's decision to continue the student's placement in DAEP unless the student's presence in the regular classroom is not a threat to the safety of others, is not detrimental to the educational process, or is not contrary to the best interests of the District's students.

If the student remains in DAEP, the review committee will re-consider the student's placement before the beginning of the next school year.

Appeals for Registered Sex Offenders. DAEP placement may be appealed as described in District policy FNG or FOC. However, the appeal is limited to the factual question of whether the student is required to register as a sex offender under the law. A decision of the District's Board of Trustees is final and may not be appealed.

Grade Levels. Elementary students in kindergarten through grade 5 will not be placed in DAEP with secondary students in grade 6 through grade 12.

No Participation in Activities While in DAEP. Students placed in DAEP for any mandatory or discretionary reasons are not allowed to attend or participate in school-sponsored or school-related extracurricular or co-curricular activities during the period of DAEP placement. This restriction applies until the student fulfills the DAEP assignment at this or another school district.

Impact on Graduation. For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through the last instructional day. The student will be allowed to participate in commencement exercises and related graduation activities unless otherwise specified in the DAEP placement order.

Transportation. The District will provide transportation to and from DAEP. This transportation privilege may be revoked if the student does not follow the transportation rules, refuses to cooperate with the driver or other District personnel involved in providing transportation or violates any provision of the SCC during transport.

Periodic Review. The District will review a student's DAEP placement and academic status every 120 calendar days. In the case of a high school student, the student's progress toward graduation will be reviewed and a graduation plan will be established. At the review, the student or the parent/guardian will have an opportunity to present reasons for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Coursework Opportunity. Students placed in DAEP will have an opportunity to complete coursework required for graduation, at no cost to the student, before the beginning of the next school year.

Transition from DAEP. As soon as practicable after the DAEP administrator determines the date a student will be released from the program, the administrator will provide written notice of the date to the student's parent/guardian and to the administrator of the campus to which the student will return. The DAEP will also provide the campus administrator an assessment of the student's academic growth while attending the alternative education program and the results of any assessment instruments administered to the student. Not later than five instructional days after the date of release from the DAEP, the campus administrator will coordinate the student's transition to a regular classroom, which must include assistance and recommendations from school counselors, school district peace officers, school resource officers, licensed clinical social

Other DAEP Issues

workers, campus behavior coordinators, classroom teachers who are or may be responsible for implementing the student's personalized transition plan, and any other appropriate school district personnel.

Transition Plan. Each student must be provided a personalized transition plan developed by the campus administrator. The transition plan must include recommendations for the best educational placement of the student and may include recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals; recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; the provision of information to the student's parent/guardian about the process to request a full individual and initial evaluation of the student for purposes of special education services under Section 29.004; and a regular review of the student's progress toward the student's academic or career goals. If practicable, the campus administrator or designee will meet with the student's parent/guardian to coordinate plans for the student's transition.

Effect of Student Withdrawal. When a student withdraws from school before a DAEP placement order is completed, the District may complete the proceedings and issue a DAEP placement order. If the student re-enrolls in the District during the same or subsequent school year, the District may enforce the DAEP placement order at that time, minus any portion of the placement that was served by the student during enrollment in another district.

If the administrator does not issue a DAEP placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a DAEP placement order.

Student Transfers. The District will decide on a case-by-case basis whether students assigned to DAEP in another Texas district, a Texas open-enrollment charter school, or an out-of-state school district will be required to complete the term of their DAEP placement or be placed directly into a regular classroom setting. In order to continue an out-of-state DAEP placement, the basis for the DAEP placement must also be a reason for DAEP placement in the enrolling district. If the out-of-state DAEP placement period exceeds one year, the District will reduce the period of the placement so that the total placement does not exceed one year unless the District determines that the student is a threat to the safety of others or extended placement is in the best interests of the student.

Summer School. Students in DAEP during summer programs will be served alongside other students not assigned to DAEP.

Summer Activities. Students whose DAEP placement continues past the end of the school year and into the next school year will not be permitted to participate in school-related activities occurring during summer months, including team camps, clinics, practices, and workouts.

Criminal Proceedings. The review and appeal process described below is limited to retaliation or off-campus misconduct. It does not apply if the student was placed in DAEP as required by law for conduct occurring on or within 300 feet of school property, at a school-sponsored or school-related activity, or for a false alarm or report or terroristic threat involving a public school.

If the District receives notice that prosecution of a student's case was refused and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated or a court or jury found the student not guilty or that the student did not engage in delinquent conduct or conduct indicating a need for supervision and dismissed the student's case with prejudice, the District will review the student's DAEP placement and will schedule a review with the student's parent/guardian no later than the third day after receiving notice. The student will not be returned to the regular classroom before the review. After reviewing the notice and receiving information from the student's parent/guardian, the administrator may only continue the

student's DAEP placement if the administration has reason to believe the student's presence in the regular classroom threatens the safety of others.

The administrator's decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the administrator, and (3) confirm or reverse the decision of the administrator.

If the Board confirms the decision of the administrator, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending.

Expulsion

Reasons for Mandatory Expulsion

School-Related. A student must be expelled for any of the following misconduct that occurs on school property or while attending a school-sponsored or school-related activity on or off school property:

- Brings to school a firearm, as defined by federal law (*see definitions*).
- Possesses or uses a handgun* on or about his or her person (*see definitions*).

* Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department.

- Possesses or uses a location restricted knife, on or about his person.
- Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, firearm silencer, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device (*see definitions*).
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage (*see definitions*) if the behavior is punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the behavior is punishable as a felony.

Regardless of Location. A student must be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Retaliates (*see definitions*) against a school employee or volunteer by committing a state-mandated expellable offense.

Reasons for

While in DAEP. A student may be expelled for engaging in documented serious misbehavior as

Discretionary Expulsion

defined by law (*see definitions*) while the student is placed in DAEP and on the DAEP site/campus despite documented behavioral interventions.

School-Related. A student may be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage if the conduct is not punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony.
- Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals (*see definitions*).
- Commits an assault (*see definitions*) resulting in bodily injury to a school employee or volunteer.
- Engages in deadly conduct (*see definitions*).

Three Hundred Feet. Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the District's real property boundary line:

- Possesses a firearm, as defined by federal law (*see definitions*).
- Possesses or uses a handgun* on or about his or her person (*see definitions*).

* Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department.

- Possesses or uses a location restricted knife, on or about his person.
- Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, firearm silencer, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device (*see definitions*).
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage (*see definitions*) if the behavior is punishable as a felony.

Regardless of Location. A student may be expelled if the student engages in the following

misconduct, regardless of whether the conduct occurred on or off campus:

- Commits aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student.
- Retaliates against a school employee or volunteer by committing an assault (*see definitions*) resulting in bodily injury.
- Engages in felony criminal mischief.
- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district without consent and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.
- Engages in bullying (*see definitions*) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- 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.
- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.
- Issues a false alarm or report (*see definitions*) or a terroristic threat (*see definitions*) involving a public school.

Title 5 Felonies Regardless of Location. In addition to the expellable conduct listed above, a student may also be expelled and placed in Juvenile Justice Alternative Education Program if the student:

- is arrested for a Title 5 felony offense (*see definitions*) or aggravated robbery,
- is charged with engaging in a Title 5 felony offense or aggravated robbery,
- received deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery,
- is on probation for a Title 5 felony offense or aggravated robbery,
- was found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery,
- has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or,
- was convicted of a Title 5 felony offense or aggravated robbery;

and the administrator determines the student's presence in the regular classroom either threatens the safety of other students or teachers, is detrimental to the educational process, or is not in the best interests of the District's students.

In this circumstance, expulsion to an alternative setting may be ordered regardless of: (1) the date on which the conduct occurred, (2) the location at which the conduct occurred, (3) whether the student was enrolled in the District at the time the conduct occurred, or (4) whether the student successfully completed any court disposition requirements regarding the conduct.

A student may be subject to an expulsion under this circumstance until: (1) the student graduates from high school, (2) the charges are dismissed or reduced to a misdemeanor, (3) the student completes the term of the placement, or (4) the District assigns the student to another program. The student will be entitled to the same periodic review afforded to other students in alternate settings. An expulsion ordered in this case is final and may not be appealed beyond the Board of Trustees.

Emergency Expulsion

An administrator may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion could be ordered on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action. No later than the tenth day after the date of emergency expulsion, the student will be given a hearing as required for a regular expulsion; see below.

Procedure for Expulsion

Hearing. Students alleged to have committed an expellable offense will receive a hearing before the Chief Schools Officer within a reasonable time following the alleged misconduct. The student's parent/guardian will be informed of the basis for the proposed expulsion and will be invited in writing to attend the hearing. After making an effort to inform the student and parent/guardian of the hearing, the District may hold the hearing regardless of whether the student or the student's parent/guardian attends. At the hearing, the student is entitled to:

- Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the District;
- An opportunity to question the District's witnesses; and
- An opportunity to testify and to review and present evidence and witnesses in the student's defense.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is already expelled.

Interim Placement. Until an expulsion hearing can be held, the student may be placed in another appropriate classroom, in-school suspension, out-of-school suspension, or DAEP.

Expulsion Order. If the outcome of the expulsion hearing is that the student will be expelled, the appropriate administrator will issue an expulsion order and provide a copy to the student and the student's parent/guardian. If the duration of the expulsion differs from the guidelines in the SCC, the expulsion order will give notice of the inconsistency.

The District will send a copy of the expulsion order to the juvenile court no later than the second business day after the expulsion hearing. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the expulsion order.

Length of Expulsion

The duration of the expulsion will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Both mandatory and discretionary expulsions will result in expulsion for up to 90 school days.

School days counted towards completion of the expulsion term will be determined at the

discretion of the District. Days occurring during school closures when virtual instruction is taking place WILL count towards completion of the term of the expulsion order. Students who bring a firearm (as defined by federal law) to school will be expelled from the regular classroom for at least one calendar year except as modified by the administrator on a case-by-case basis.

An expulsion will not exceed one calendar year unless, after review, the District determines that: (1) the student is a threat to the safety of other students or to District employees; or (2) extended expulsion is in the best interest of the student.

Students expelled at the end of one school year may be required to complete the term of their expulsion at the beginning of the next school year.

Other Expulsion Issues

Academic Impact. Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP) or other District-approved program or as required by IDEA or Section 504.

Participation in Activities. Expelled students are prohibited from being on school grounds or attending or participating in school-sponsored or school-related activities while expelled.

Age Restrictions. Students under the age of ten that engage in expellable behavior will not be expelled, but will be placed in DAEP.

Effect of Student Withdrawal. If a student withdraws from the District before the expulsion hearing is conducted, the District may proceed with conducting the hearing after sending written notice to the parent/guardian and student. If the student re-enrolls during the same or subsequent school year the District may enforce the expulsion order at that time; students will be credited for any expulsion period that was served by the student while enrolled in another district.

If the administrator does not issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue an expulsion order.

Student Transfers. The District will decide on a case-by-case basis whether students expelled from another Texas district or from an out-of-state school district will be required to complete the term of their expulsion, be placed in DAEP for the duration of the expulsion term, or be placed directly into a regular classroom setting. In order to continue an out-of-state expulsion, the basis for the expulsion must also be a reason for expulsion in the enrolling district. If the out-of-state expulsion period exceeds one year, the District will reduce the period of expulsion so that it does not exceed one year unless the District determines that the student is a threat to the safety of others or extended expulsion is in the best interest of the student.

Expulsion Appeals

An expelled student may appeal the expulsion decision to the Board of Trustees as provided by policy. The student or student's parent/guardian must submit a written appeal to the Superintendent within 10 days after receipt of the expulsion order or decision. The Superintendent will give the student or the student's parent/guardian written notice of the date, time, and location of the meeting at which the Board will review the decision. Consequences will not be delayed pending the outcome of the appeal.

Definitions

ABUSABLE VOLATILE CHEMICALS: Those substances as defined in Texas Health and Safety Code § 485.001.

ALCOHOLIC BEVERAGE: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

ARMOR-PIERCING AMMUNITION: Handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

ASSAULT: For student discipline purposes, intentionally, knowingly, or recklessly causing bodily injury to another.

BODILY INJURY: Physical pain, illness, or impairment of a physical condition.

BULLYING: 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 written or verbal expression, including electronic communication, or physical conduct 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 or 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 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) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school, including cyberbullying (see definition below). See District policy FFI for additional information regarding bullying.

CHEMICAL DISPENSING DEVICE: A device other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.

CLUB: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

CONTROLLED SUBSTANCE: A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

CRIMINAL STREET GANG: Three or more persons having a common identifying sign or symbol or an identifiable leadership which continuously or regularly associate in the commission of criminal activities.

CYBERBULLYING: Bullying that is done through the use of any electronic communication 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, or any other Internet based or electronic communication tool and 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.

DANGEROUS DRUG: Substances as defined in Chapter 483 of the Texas Health and Safety Code.

DEADLY CONDUCT: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

DEADLY WEAPON: A firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

E-CIGARETTE: An electronic cigarette or any other device, including Juuls, that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this subdivision, regardless of whether the liquid or other material contains nicotine. The term includes any component, part, or accessory for the device and regardless of whether the device is manufactured, distributed, or sold as an e-cigarette but does not include a prescription medical device unrelated to the cessation of smoking.

EXPLOSIVE WEAPON: Any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It includes a device designed, made or adapted for delivery or shooting an explosive weapon.

FALSE ALARM OR REPORT: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, place of assembly, publicly accessible place, or mode of conveyance such as an automobile.

FIGHTING: Two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving, or hitting.

FIREARM (Federal law): (1) any weapon, including a starter gun, that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, missile, rocket, or mine.

FIREARM (State law): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

FIREARM SILENCER: Any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the District will consult with law enforcement authorities.

GRAFFITI: Making marks of any kind on the tangible property of another without the effective consent of the owner.

HANDGUN: Any firearm designed, made, or adapted to be fired with one hand.

HARASSMENT (as defined by Board Policy and federal law): Threatening to cause harm or bodily injury to another, engaging in intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, or other conduct prohibited by District policy FFH or DIA that is so severe, persistent, or pervasive that it has the purpose or effect of substantially or unreasonably interfering with a student's performance; creates an intimidating, threatening, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; or otherwise adversely affects the student's educational opportunities. (See also definition of Sexual Harassment, below.)

HARASSMENT (as defined by the Penal Code): Actions against a school employee with intent to harass, annoy, alarm, abuse, torment, or embarrass, whereby the student initiates the communication and makes a comment, request, suggestion, or proposal that is obscene; threatens, in a manner reasonably likely to alarm the employee receiving the threat, to inflict bodily injury on the employee or to commit a felony against the employee, a member of the employee's family or household, or the employee's property; conveys, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the student to be false, that another person has suffered death or serious bodily injury; sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend an employee of the District; or publishes on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

HAZING: Any act, occurring on or off the campus, by one person alone or acting with others, directed against a student, for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act constitutes any type of physical brutality, involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student, or involves the consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, including in amounts that would lead a reasonable person to believe the student is intoxicated. Hazing includes soliciting, encouraging, directing, aiding, or attempting to aid another student in engaging in hazing, as well as having firsthand knowledge of the planning or occurrence of a specific student hazing incident without reporting the incident to a school administrator in writing. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

HIT LIST: List of people targeted to be harmed using a firearm, knife, or any other object to be used with intent to cause bodily harm.

IMPROVISED EXPLOSIVE DEVICE: A completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components. The term does not include unassembled components that can be legally purchased and possessed without a license, permit, or other governmental approval; or an exploding target that is used for firearms practice, sold in kit form, and contains the components of a binary explosive.

INDECENT EXPOSURE: Those acts defined in Texas Penal Code § 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

INTENT: The design, resolve, determination, or state of mind with which a person acts, ordinarily proven through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an

awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist or the result will occur. The fact that a student may not have been motivated by a desire to violate the SCC does not preclude imposing a disciplinary consequence so long as the student intended to engage in the underlying conduct that violated the SCC.

INTIMATE VISUAL MATERIAL: Visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

INVASIVE VISUAL RECORDING: A person commits an offense if, without the other person's consent and with intent to invade the privacy of the other person, the person: (1) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of an intimate area of another person if the other person has a reasonable expectation that the intimate area is not subject to public view; (2) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another in a bathroom or changing room; or (3) knowing the character and content of the photograph, recording, broadcast, or transmission, promotes a photograph, recording, broadcast, or transmission described above.

KNIFE: A bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing, including a switchblade.

KNUCKLES: Any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOCATION-RESTRICTED KNIFE: A knife with a blade over 5 ½ inches.

MACHINE GUN: Any firearm capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

ON OR ABOUT HIS OR HER PERSON: Within the student's control and within arm's reach.

PARAPHERNALIA: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

PERSISTENT: Three or more violations of the SCC or repeated occurrences of the same violation.

POSSESSION : To have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any conveyance used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

POSSESSION OR PROMOTION OF LEWD VISUAL MATERIAL DEPICTING A CHILD: Possessing, accessing, or promoting, lewd visual material depicting a child, as further defined by Texas Penal Code § 43.25 and punishable as a felony.

PROHIBITED WEAPONS: A prohibited weapon includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, machine gun, short-barrel firearm, zip gun, improvised explosive device or tire deflation device as further defined in Texas Penal

PUBLIC LEWDNESS: Those acts defined in Texas Penal Code § 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

REASONABLE BELIEF: A determination that misconduct occurred made by the administrator using all available factual and legal information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

RETALIATE: Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime, including posting the residence address or telephone number of the employee on a publicly accessible website with intent to threaten harm or cause harm to the employee or the employee's family or household.

SELF-DEFENSE: To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

SERIOUS MISBEHAVIOR: To engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, (4) public lewdness as defined in Texas Penal Code § 21.07, (5) indecent exposure as defined in Texas Penal Code § 21.08, (6) criminal mischief as defined in Texas Penal Code § 28.03, (7) personal hazing as defined in Texas Education Code § 37.152, or (8) harassment of a student or District employee as defined in Texas Penal Code § 42.07(a)(1).

SEX OFFENDER: A student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to register as a sex offender under Chapter 62, (2) is exempt from registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under Chapter 62.

SEXUAL HARASSMENT: Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or conduct on the basis of sex prohibited by District policy FFH or FNC, when it is so severe, persistent, pervasive, and objectively offensive that it has the purpose or effect of effectively denying a person equal access to an educational program or activity. Conduct that meets the definitions of sexual assault, dating violence, domestic violence or stalking under federal law.

SHORT-BARREL FIREARM: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, has an overall length of less than 26 inches.

SWITCHBLADE KNIFE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force. It does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife (also known as one-handed openers or assisted openers).

TELECOMMUNICATIONS DEVICE: Any type of device that: (1) emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or (2) permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.

TERRORISTIC THREAT: Threats to commit any offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

TIRE DEFLATION DEVICE: A device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

TITLE 5 FELONY OFFENSES: Offenses against the person that, depending on the circumstances, may include murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; trafficking of persons; unlawful transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; invasive visual recording; sexual coercion; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; bestiality; voyeurism; disclosure or promotion of intimate visual material; and tampering with a consumer product.

UNDER THE INFLUENCE: When in the employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student's admission. The student need not be legally intoxicated.

USE: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

ZIP GUN: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Manor Independent School District

10335 US Highway 290 East, Manor, Texas 78653
(512) 278-4000 | www.ManorISD.net

More information about Manor ISD's anti-bullying resources can be found at the link below:

<https://www.manorisd.net/site/Default.aspx?PageID=1333>