Manor Independent School District

District Improvement Plan

2025-2026

Board Approval Date: September 15, 2025

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.

Value Statement

In collaborating as a diverse community that unites and supports the unique potential and interests of each scholar., 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.

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Comprehensive Needs Assessment

Revised/Approved: May 19, 2025

Demographics

Demographics Summary

Location:

Manor Independent School District, categorized as a suburban community district, covers 100 square miles and serves families in the Austin, Manor, and Elgin communities. The district is a blend of urban east Austin and rural Travis County, which features high-tech companies such as Samsung and Applied Materials to miles of undeveloped farmland. Manor ISD currently has two high schools, one alternative high school, three middle schools (one is an in-district charter school), and nine elementary schools. Nine of Manor ISD's campuses are Title I campuses.

Students:

Based on the 2024-2025 fall PEIMS Resubmission Report, Manor ISD served 9,961 students, and over the course of the 2024-2025 school year, the district reached a milestone of over 10,000 students. Student enrollment demographics are: 64.78% Hispanic/Latino, 20.85% African American, 6.22% White, 4.75% Asian, 2.88% with two or more races, 0.43% American Indian/Alaskan Native and Hawaiian/Pacific Islander students. Almost 71% of students are coded as Economically Disadvantaged. Of students enrolled in special programs, 10.99% received special education services, 9.72% were Emergent Bilingual, 10.45% were Gifted/Talented, and 68.48% were eligible for free/reduced meals and 196 students were coded as Homeless/Unaccompanied Youth.

Personnel:

In 2024-2025, teachers comprised 47% of MISD employees with 8.1 average years of experience. Of all employees, 23.9% are White, 44.6% are Hispanic, 19.9% are Black, and 11.66% identify as Other. Manor ISD has greater diversity among its teaching population than surrounding school districts which allows us to better connect with our diverse student body.

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. Over 50 different languages are represented across our district, and the students and families bring their unique experiences with them to help us all learn and grow together. The top six languages are Arabic, English, Nepali, Spanish, Swahili and Vietnamese.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs.
Root Cause: Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 2 (Prioritized): According to the 2023-2024 Texas Academic Performance Report (TAPR), the 25% teacher turnover rate was higher than the State average of 19%.
Root Cause: Teachers and leadership in the district have fewer years of experience than the state average which may result in the lack of sufficient support and guidance for teachers with 1-5 years of experience. Second, locally certified teachers comprise the largest percentage of the turnover rate.

Problem Statement 3: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement.
Root Cause: The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 4 (Prioritized): Manor ISD experiences lower-than-desired family participation in educational workshops, volunteer opportunities, and committee involvement. This limits the district's ability to build strong family-school partnerships, which are essential for supporting student learning and fostering a collaborative school community.
Root Cause: Families have limited access to structured, learning-connected engagement opportunities each month, and schools may not have consistent systems in place to plan, communicate, and deliver these opportunities effectively.

Problem Statement 5 (Prioritized): The percent of students receiving an industry based certification is about 9%.
Root Cause: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Problem Statement 6 (Prioritized): Teen parents in Manor ISD face significant barriers to consistent school attendance and academic success due to challenges related to childcare responsibilities, limited access to parenting resources, and insufficient support systems. These challenges contribute to lower attendance rates, higher dropout rates, and decreased postsecondary readiness among this student population.
Root Cause: Teen parents in Manor ISD often lack access to reliable childcare, parenting support, and flexible academic resources, which creates significant challenges in managing school attendance and academic responsibilities. Additionally, the absence of a systematic, proactive attendance monitoring and intervention system results in delayed identification of attendance issues and insufficient support.

Problem Statement 7: Family participation in Manor ISD's workshops, volunteer activities, and committees is currently below desired levels, limiting opportunities to build strong home-school connections and community partnerships.
Root Cause: Low family participation is driven by accessibility barriers, limited communication, cultural and relational gaps, and competing family priorities, which prevent families from fully engaging in district opportunities.

Problem Statement 8 (Prioritized): Manor ISD families face barriers to engagement with schools, limiting their access to resources and supports that promote student behavior, academic success, and attendance. Additionally, the district currently lacks sufficient partnerships with community organizations to provide comprehensive support for students and families. This gap in family and community engagement hampers student outco
Root Cause: Limited family engagement and insufficient community partnerships is the absence of a structured, proactive outreach system that effectively connects families with schools and identifies relevant community resources. This includes challenges such as limited staffing capacity, inconsistent communication methods, lack of coordinated efforts across campuses, and insufficient awareness.

Problem Statement 9: Families are not consistently participating in learning-connected engagement activities, limiting opportunities for meaningful school-family partnerships and reducing the impact of instructional support at home.
Root Cause: Families have limited access to structured, learning-connected engagement opportunities each month, and schools may not have consistent systems in place to plan,

communicate, and deliver these opportunities effectively.

Student Learning

Student Learning Summary

2025 STAAR Data

State-mandated summative assessments - State of Texas Assessments of Academic Readiness (STAAR) tests - are given annually in reading and math at grades 3-8, science at grades 5 and 8, and social studies at eighth grade, and for five high school courses: Algebra I, Biology, English I, English II, and US History. Students taking Algebra I, Biology, English I, English II, and US History must pass these STAAR End of Course (EOC) tests in order to graduate. There are four performance levels for STAAR 3-8/EOC tests: Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level; any score at the Approaches GL level or better is considered "passing." Here are descriptions of each performance level.

MISD STAAR 3-8 - 2024 and 2025

MISD EOC - 2024 and 2025

HB 3 Reading, Math, College-Career-Military Ready Goals

Under House Bill 3, passed in 2019, Texas public school districts are required to develop goals to improve literacy and math proficiency as well as college, career, and military readiness (CCMR). Districts must adopt five-year plans with specific, measurable goals.

To track Manor ISD's HB3 early literacy and math goals, the district utilizes third grade STAAR scores and data gathered by using diagnostic screener assessments given three times per year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) in both Reading Language Arts and Mathematics. In 2024-25, IStation was used as the literacy screener for elementary RLA, and i-Ready was utilized as the elementary math screener. The Spanish language version of IStation is 'Lectura.'

End of Year GPM (Goal Progress Measure) Presentation (Reading)

Reading Screener Data (IStation)

Goal 1: The percentage of 3rd grade students who score Meets grade level or above on STAAR Reading will increase from 25% to 53% by June 2028.

Goal 1 Annual Targets: SY 23/24=25% SY 24/25=32%, SY25/26=39%, SY26/27=46%, SY27/28=53%

Overall % English (Does NOT include Spanish language testers) At or Above Grade Level	September 2024 BOY	May 2025 EOY	EOY Goal 2024 - 2025
Kinder	28%	36%	40%
1st Grade	31%	32%	44%
2nd Grade	46%	45%	47%
3rd Grade	43%	40%	48%

Overall % Lectura At or Above Grade Level	September 2024 BOY	May 2025 EOY	EOY Goal 2024 - 2025
Kindergarten	59%	44%	64%
1st Grade	57%	39%	62%
2nd Grade	34%	39%	41%
3rd Grade	32%	31%	37%

Math Screener Data (i-Ready)

Goal 2: The percentage of 3rd grade students that score Meets grade level or above on STAAR Mathematics will increase from 19% to 47% by June 2028.

Goal 2 Annual Targets: SY23/24=19%, SY24/25=26%, SY25/26=33%, SY26/26=40%, SY27/28=47%

Overall Year at a Glance Comparison with EOY Goal			
i-Ready Data English Assessment. ALL Scholars tested in English	**BOY 2024 - 2025**	**EOY 2024 - 2025**	**May Goal (2025)**
Kindergarten	9%	52%	70%
1st Grade	6%	39%	40%
2nd Grade	4%	37%	38%
3rd Grade	7%	37%	45%
i-Ready Data Spanish Assessment. ALL Scholars tested in Spanish	**BOY 2024 - 2025**	**EOY 2024 - 2025**	**EOY GOAL 2024 - 2025**
Kindergarten	3%	54%	60%
1st Grade	2%	37%	34%

Class of 2024 CCMR Results

HB3 Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 55% for the class of 2023 to 90% by the class of 2028.

Goal 3 Annual Targets: SY22/23=55%, SY23/24=65%, SY24/25=75%, SY25/26=80%, SY26/27=85%, SY27/28=90%

	2024 Annual Graduates	
	Count Credit	**Component Score**
Total		
Total graduates	733	
Total credit for CCMR criteria	**454**	**62%**

	2024 Annual Graduates	
	2024 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	316	43.1%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	239	32.6%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	397	54.2%
Met TSI criteria in RLA, excluding college prep courses	322	43.9%
Met TSI assessment criteria	213	29.1%
Met ACT criteria	7	1.0%
Met SAT criteria	235	32.1%
Earned credit for a college prep course	128	17.5%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	422	57.6%
Met TSI criteria in Mathematics, excluding college prep courses	293	40.0%
Met TSI assessment criteria	262	35.7%
Met ACT criteria	2	0.3%
Met SAT criteria	68	9.3%
Earned credit for a college prep course	232	31.7%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	38	5.2%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	173	23.6%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	79	10.8%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	1	0.1%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	46	6.3%

	2024 Annual Graduates	
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	84	11.5%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	2	0.3%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	11	1.5%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	18	2.5%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	3	0.4%

Student Learning Strengths

Academic Strengths

- Districtwide, RLA scores in grades 3 and 7 showed gains from 2024 to 2025, as did mathematics scores in grades 3, 4, 6, 7, and 8. While 8th grade science STAAR scores still need to improve, year over year, the percentage of students scoring Approaches Grade Level or better improved by 17 points.
- Biology and US History are the EOC subjects with the highest scores.

College, Career and Military Readiness Strengths

62% of the class of 2024 met at least one CCMR readiness standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.
Root Cause: Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

Problem Statement 2: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement.
Root Cause: The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 3 (Prioritized): Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.
Root Cause: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Problem Statement 4 (Prioritized): Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs.

Root Cause: Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 5 (Prioritized): The percent of students receiving an industry based certification is about 9%.
Root Cause: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Problem Statement 6: Manor ISD's last reported College, Career and Military Readiness accountability percentage is below state average.
Root Cause: Lack of consistent practices and planning to increase CCMR.

Problem Statement 7: There are requirements for professional development.
Root Cause: There is a continuous need for professional development to be/remain in compliance with existing and new procedures and laws outlined in Texas Education Code.

District Processes & Programs

District Processes & Programs Summary

Teacher Recruiting and Retention

Manor ISD has identified multiple concerns that impact teacher recruiting, but more importantly, retention. Over the course of the last three years, common reasons teachers cite for leaving the district and/or transferring within the district have been compensation, climate, and culture. More recently, 85% of staff participated in a district wide staff climate survey. 85% of respondents reported being satisfied with their jobs. Manor ISD has worked to reduce teacher turnover rate and has seen a reduction from 41% in 2022-2023 to 25% in 2023-2024.

Financial Systems

During 2025-2026 the district adopted a balanced budget by reducing operating expenditures by 15%, over the previous year. The planned reductions ranged from personnel costs, contracted services, general supplies district wide travel, and the consolidation of certain classrooms by increasing class size and transportation bus routes. This was also done without increasing the maintenance and operations property tax rate. While the largest percentage of budget cuts were in personnel, the district approved an increase to employee benefits, such the employer health insurance contribution from $471 to $508 and the employer-offered life insurance benefit from $10,000 to $20,000.

Moreover, the passing of HB2 during the summer of 2025, which increased local and state revenues by a net $3.6 million, allowed the district to provide a salary increase to all instructional staff and a 1% increase to all support staff. Additionally, due to the low general operating reserves, the district passed another borrowing resolution during June 2026 in the amount of $30 million to support operations during the period of low revenue inflows between July and November. This short-term note is also projected to be paid off during the spring of 2026, prior to the note's expiration date to save the district in interest cost. Other anticipated sources of general operating revenue from land sales or property value appeals are not included in these projections, but when they are realized, they will help rebuild the general operating reserve and reduce the amount of short-term debt borrowing in the future. For 2026-27, the district anticipates property values to grow by 3 - 5% and ADA to remain at a steady growth.

To adopt a balanced or surplus budget, the district will not exceed the General Fund expenditure budget by more than the new revenue generated by these revenue assumptions. As it relates to the Chapter 49 state recapture, the district does not currently anticipate a recapture payment, unless property values grow significantly and ADA decreases or remains at a level that does not sustain the level of wealth per ADA. For future years, the district anticipates the need for short-term borrowing for operations, at diminished amounts, until the General Funds reserve is rebuilt to a sustainable four and a half (4.5) months.

Compensation

Manor ISD has partnered with the Texas Association of School Boards (TASB) to update the district's compensation plan to become more competitive with surrounding school districts. The District continues to make adjustments to pay grades and employee groups as the budget allows.

Climate and Culture

Manor ISD is addressing climate and culture via leadership and establishing common principles and values. For the past two years, the district has partnered with the Texas Association of School Boards to administer an employee opinion survey to collect information and work with leadership to address concerns and celebrate areas of strength.

Human Resources

A human resources need is to retain quality and appropriately certified educators. Manor ISD continues to provide pathways for individuals to obtain teacher certification for little to no cost to them, partner with universities for student teachers to join MISD post-graduation, and continue to receive grants for new teacher mentoring through the Mentor Program Allotment and the Hawkins grant with Texas State University.

College, Career, and Military Readiness Program Summary

The 2016-2026 Regional Labor Market data for Central Texas suggests that Manor ISD provides programming in the areas of Health Science, Manufacturing, Business, and Skill Trades.

District Safety and Security

In the 2024-2025 academic year, the Manor ISD Police Department will implement comprehensive safety measures to ensure a secure learning environment across all district campuses. Central to this effort is the adoption and thorough training of the Standard Response Protocols (SRP) developed by the I Love You Guys Foundation. These protocols, which cover critical emergency responses such as Lockout, Lockdown, Evacuate, Shelter, and Hold, will be ingrained in both staff and scholars through regular training sessions, drills, and clear communication. By focusing on a standardized approach to emergencies, Manor ISD will ensure that all stakeholders—students, staff, and administrators—are aware of their specific roles and actions required for each situation, minimizing confusion and ensuring quick, effective responses in crisis scenarios.

Additionally, the Manor ISD Police Department will fulfill the requirements outlined in Texas House Bill 3 (HB 3), mandating armed security personnel on every campus by the start of the 2025-2026 school year. The department will deploy trained and certified officers, ensuring that each school is equipped with immediate protective resources. These officers will not only be stationed at campuses but will also receive continuous professional development to enhance their capacity to respond to a variety of security threats, including active shooter situations, criminal activity, or breaches of campus safety. Collaborating closely with school administrators and district officials, the department will develop tailored campus safety plans that incorporate the unique needs of each school while maintaining compliance with state and federal safety guidelines.

These efforts will also be supported by upgraded security technologies, including improved surveillance systems, communication tools like the iNemsoft mass communication system, and secured entry points at all campuses. The Manor ISD Police Department will also work closely with local law enforcement agencies, emergency management teams, and mental health professionals to ensure a holistic approach to safety, addressing not just physical threats but also the wellbeing of students and staff through proactive interventions and

resources. In combination, these initiatives will create a well-prepared and responsive district, aligned with the highest safety standards, providing a secure and supportive environment for learning.

District Processes & Programs Strengths

Manor ISD offers a wide variety of programs and pathways for student diversity of choice. These include a full K-12 New Technology pathway and an award-winning Fine Arts pathway.

One particular strength of Manor ISD is found in the equity of our Gifted Identification program. Manor ISD's gifted program continues to grow and strengthen.

Another particular strength of Manor ISD is how we are gradually expanding the Dual Language Two-Way Immersion program in our elementary schools.

Manor ISD CTE programs that were awarded shop or lab certifications in the past two years include: Cosmetology, Automotive, Welding, Construction and Veterinary Sciences. In addition, CTE Health Science, Arts/AV, Agriculture, Business, Early Learning and Culinary courses have expanded student certifications as well.

MISD CCMR results have been increasing after a drop to under 60%. Manor ISD is projecting 70% CCMR after supports and interventions at its high school campuses in the 2024-2025 school year. The district will continue to work to reach 100% by 2028.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.
Root Cause: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Problem Statement 2: Staff hired under the Whole Child are leaving within a year of employment.
Root Cause: New hires are unaware of educational setting expectations and trainings needed to support student academic achievement.

Problem Statement 3: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement.
Root Cause: The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 4 (Prioritized): Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs.
Root Cause: Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 5 (Prioritized): The percent of students receiving an industry based certification is about 9%.
Root Cause: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Problem Statement 6: CTE Pathway requirements have been adjusted at the federal and state level to match high wage, high demand occupations; therefore, adjusting state pathways for student endorsement areas is required.
Root Cause: Global economic and job opportunities are rapidly changing.

Problem Statement 7: Special education students have not been monitored to ensure they complete the graduation plan.

Root Cause: No tracking of students through graduation and beyond.

Problem Statement 8 (Prioritized): The 2024 TEA Vulnerability Assessment identified multiple safety, security, and emergency management gaps across district facilities, procedures, and interagency coordination. Current practices and infrastructure do not fully meet the state-recommended safety standards, leaving critical vulnerabilities unaddressed. Without the implementation of a district-wide corrective action response plan, thes

Problem Statement 9 (Prioritized): Manor ISD currently lacks a standardized, district-wide system that provides law enforcement with immediate, secure access to school facilities during emergencies. The absence of a uniform emergency access lockbox system creates critical delays in first responder entry during life-threatening situations, such as active threats, fires, medical crises, or other incidents requiring rapid intervention

Problem Statement 10 (Prioritized): Manor ISD has identified a critical security gap in its campus infrastructure related to limited visibility at classroom and office entry points. Currently, many interior and exterior doors lack scope viewers (door peepholes), preventing staff from safely identifying individuals on the opposite side before opening the door. This limitation increases vulnerability to unauthorized access, delays in

Problem Statement 11 (Prioritized): Manor ISD currently lacks a fully implemented, standardized, and compliant door numbering system across all district facilities. This gap in compliance with state and federal emergency management guidelines hinders the ability of first responders, district police, and campus staff to quickly and accurately identify and communicate specific locations during emergencies. Inconsistent or missing door

Problem Statement 12 (Prioritized): Manor ISD currently lacks a coordinated district-wide process to procure, legally review, and install state- and federally mandated firearm prohibition signage at all campuses. Without a unified approach involving campus administrators and facilities management, there is a risk of delayed compliance, inconsistent sign placement, and potential legal vulnerabilities. This gap could result in noncomp

Problem Statement 13 (Prioritized): Current signage across Manor ISD campuses does not fully meet state and federal requirements for mandated postings related to safety, legal notices, and public awareness. Inconsistent placement, outdated information, and missing signage create potential compliance risks and may hinder effective communication of critical safety information to students, staff, parents, and visitors. Without a system

Perceptions

Perceptions Summary

Manor ISD includes schools of choice because 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.

The Manor ISD community fully supports children receiving an equitable education; however, the literacy and numeracy skills of the students show that we lag behind other school districts in central Texas. Community and parental engagement regarding academics is an area of growth for the district. Despite the positive gains in areas of service, structure and leadership, the historical image and perceptions of the district overshadow the areas of growth. Eighty-two percent of employees who took the 2024-2025 Employee Opinion Survey noted they are proud to work for the district; 95% indicated they like the work they do; however, only 68% will recommend the district as a good place to work.

Community based groups, businesses and corporations see the value and potential in Manor ISD by donating time, money and resources to help the district reach new heights.

Perceptions Strengths

At Manor ISD, our students, faculty, staff, and community are our number one strength. When Manor ISD hosts events in the community to provide resources for students and families, we average 70+ community organizations and business per event.

Educational Programs include but are not limited to:

- Fine Arts Schools: Decker Elementary, Decker Middle School - A focus on strong arts programming and arts integration into the core content.
- New Technology Schools: Manor New Technology MS, and Manor New Technology HS--A focus on project-based learning through New Tech Network.

Finally, staff perception data collected by TASB shows widespread job satisfaction, but areas of dissatisfaction with campus and district leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students in Manor ISD face mental health challenges that negatively impact their emotional well-being and academic performance. Currently, access to timely and appropriate mental health services is limited or underutilized, leading to unaddressed needs and poorer outcomes. Without systematic screening and referral processes, students who require support may not receive it, hindering their success.
Root Cause: Lack of systematic, proactive screening and referral processes at campuses, resulting in many students with mental health needs going unidentified or unserved. Insufficient awareness or capacity among staff and families to recognize mental health concerns early. Limited coordination between schools, families, and community mental health providers, causing gaps in access or delays in services.

Problem Statement 2: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement.
Root Cause: The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 3: Manor ISD is challenged by the perception that its schools are of lesser quality, largely due to concerns about academic performance and discipline.
Root Cause: A lack of awareness in the community of the successes in Manor ISD schools.

Problem Statement 4: Family participation in Manor ISD's workshops, volunteer activities, and committees is currently below desired levels, limiting opportunities to build strong home-school connections and community partnerships.
Root Cause: Low family participation is driven by accessibility barriers, limited communication, cultural and relational gaps, and competing family priorities, which prevent families from fully engaging in district opportunities.

Problem Statement 5: Staff expressed concerns with leadership greater than 30% in some departments and campuses.
Root Cause: There has not been a systematic approach for developing leaders in Manor ISD.

Problem Statement 6 (Prioritized): While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work. Additional comments provided show that an area of growth is stronger district leadership as it relates to customer service, connection to campuses, and communication.
Root Cause: Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.

Problem Statement 7 (Prioritized): Despite the critical role that character, leadership, and life skills play in the development of student-athletes, Manor ISD currently lacks a standardized, district-wide character education program embedded within its athletic framework.
Root Cause: A need to implement a unified, impactful sports character education program to ensure that 100% of student-athletes receive structured, values-based instruction.

Problem Statement 8 (Prioritized): Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively.
Root Cause: Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average. Manor ISD 's compensation has historically lagged behind surrounding school districts and the district continues to face workplace perception disadvantages.

Priority Problem Statements

Problem Statement 1: Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.

Root Cause 1: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Problem Statement 1 Areas: Student Learning - District Processes & Programs

Problem Statement 2: Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs.

Root Cause 2: Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 2 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 3: According to the 2023-2024 Texas Academic Performance Report (TAPR), the 25% teacher turnover rate was higher than the State average of 19%.

Root Cause 3: Teachers and leadership in the district have fewer years of experience than the state average which may result in the lack of sufficient support and guidance for teachers with 1-5 years of experience. Second, locally certified teachers comprise the largest percentage of the turnover rate.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The percent of students receiving an industry based certification is about 9%.

Root Cause 4: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: Despite the critical role that character, leadership, and life skills play in the development of student-athletes, Manor ISD currently lacks a standardized, district-wide character education program embedded within its athletic framework.

Root Cause 5: A need to implement a unified, impactful sports character education program to ensure that 100% of student-athletes receive structured, values-based instruction.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The 2024 TEA Vulnerability Assessment identified multiple safety, security, and emergency management gaps across district facilities, procedures, and interagency coordination. Current practices and infrastructure do not fully meet the state-recommended safety standards, leaving critical vulnerabilities unaddressed. Without the implementation of a district-wide corrective action response plan, thes

Root Cause 6:

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Manor ISD currently lacks a standardized, district-wide system that provides law enforcement with immediate, secure access to school facilities during emergencies. The absence of a uniform emergency access lockbox system creates critical delays in first responder entry during life-threatening situations, such as active threats, fires, medical crises, or other incidents requiring rapid intervention

Root Cause 7:

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Manor ISD has identified a critical security gap in its campus infrastructure related to limited visibility at classroom and office entry points. Currently, many interior and exterior doors lack scope viewers (door peepholes), preventing staff from safely identifying individuals on the opposite side before opening the door. This limitation increases vulnerability to unauthorized access, delays in

Root Cause 8:

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Manor ISD currently lacks a fully implemented, standardized, and compliant door numbering system across all district facilities. This gap in compliance with state and federal emergency management guidelines hinders the ability of first responders, district police, and campus staff to quickly and accurately identify and communicate specific locations during emergencies. Inconsistent or missing door

Root Cause 9:

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Manor ISD currently lacks a coordinated district-wide process to procure, legally review, and install state- and federally mandated firearm prohibition signage at all campuses. Without a unified approach involving campus administrators and facilities management, there is a risk of delayed compliance, inconsistent sign placement, and potential legal vulnerabilities. This gap could result in noncomp

Root Cause 10:

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Current signage across Manor ISD campuses does not fully meet state and federal requirements for mandated postings related to safety, legal notices, and public awareness. Inconsistent placement, outdated information, and missing signage create potential compliance risks and may hinder effective communication of critical safety information to students, staff, parents, and visitors. Without a system

Root Cause 11:

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Students in Manor ISD face mental health challenges that negatively impact their emotional well-being and academic performance. Currently, access to timely and appropriate mental health services is limited or underutilized, leading to unaddressed needs and poorer outcomes. Without systematic screening and referral processes, students who require support may not receive it, hindering their success.

Root Cause 12: Lack of systematic, proactive screening and referral processes at campuses, resulting in many students with mental health needs going unidentified or unserved. Insufficient awareness or capacity among staff and families to recognize mental health concerns early. Limited coordination between schools, families, and community mental health providers, causing gaps in access or delays in services.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Manor ISD families face barriers to engagement with schools, limiting their access to resources and supports that promote student behavior, academic success, and attendance. Additionally, the district currently lacks sufficient partnerships with community organizations to provide comprehensive support for students and families. This gap in family and community engagement hampers student outco

Root Cause 13: Limited family engagement and insufficient community partnerships is the absence of a structured, proactive outreach system that effectively connects families with schools and identifies relevant community resources. This includes challenges such as limited staffing capacity, inconsistent communication methods, lack of coordinated efforts across campuses, and insufficient awareness.

Problem Statement 13 Areas: Demographics

Problem Statement 14: Manor ISD experiences lower-than-desired family participation in educational workshops, volunteer opportunities, and committee involvement. This limits the district's ability to build strong family-school partnerships, which are essential for supporting student learning and fostering a collaborative school community.

Root Cause 14: Families have limited access to structured, learning-connected engagement opportunities each month, and schools may not have consistent systems in place to plan, communicate, and deliver these opportunities effectively.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Teen parents in Manor ISD face significant barriers to consistent school attendance and academic success due to challenges related to childcare responsibilities, limited access to parenting resources, and insufficient support systems. These challenges contribute to lower attendance rates, higher dropout rates, and decreased postsecondary readiness among this student population.

Root Cause 15: Teen parents in Manor ISD often lack access to reliable childcare, parenting support, and flexible academic resources, which creates significant challenges in managing school attendance and academic responsibilities. Additionally, the absence of a systematic, proactive attendance monitoring and intervention system results in delayed identification of attendance issues and insufficient support.

Problem Statement 15 Areas: Demographics

Problem Statement 16: While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work. Additional comments provided show that an area of growth is stronger district leadership as it relates to customer service, connection to campuses, and communication.

Root Cause 16: Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively.

Root Cause 17: Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average. Manor ISD 's compensation has historically lagged behind surrounding school districts and the district continues to face workplace perception disadvantages.

Problem Statement 17 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
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) 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 released test questions
- 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
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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 39% in Spring 2026 and 53% by 2028.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, STAAR interim, ISIP, Amplify assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will utilize High-Quality Instructional Materials (HQIM) provided by the district (HMH) in all K-5 classrooms. **Strategy's Expected Result/Impact:** Students will receive High-Quality Instructional Material (HQIM) as their primary tier 1 resource by ensuring that 80% of teachers receive training on its use by the end of the first semester. We will track utilization progress through monthly walk-through observations, where teachers use the identified HQIM effectively in 80% of their lessons. **Staff Responsible for Monitoring:** CSO, Director of Academics **Funding Sources:** - Local Funds - $230,337.76				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide new teachers with a full day of training from Region 13 on Research based instructional strategies during BOY new teacher PD in July 2025. **Strategy's Expected Result/Impact:** Teachers will utilize best-practices in their reading/language arts instruction resulting in increased student mastery. **Staff Responsible for Monitoring:** Director of Academics				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide all elementary reading teachers with a full-day of Structured Literacy training during BOY professional development before the 2025-2026 school year. **Strategy's Expected Result/Impact:** Teachers will implement the HMH HQIM more effectively resulting in high rates of reading proficiency. **Staff Responsible for Monitoring:** Director of Academics				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Elementary and Secondary students will utilize digital platforms that screen and provide adaptive literacy practice for scholars. Elementary students will utilize AMIRA learning suite, with training for teachers, campus leaders before school starts for 2025-2026. Secondary students will utilize IXL. **Strategy's Expected Result/Impact:** Students will demonstrate a 7% improvement in composite literacy scores. Student platform usage will reach 80% by the end of the school year. **Staff Responsible for Monitoring:** CSO, Director of Academics				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Ensure that 100% of Kindergarten through third-grade teachers participate in the HB3 Reading and Biliteracy Academies. **Strategy's Expected Result/Impact:** All teachers will meet 80% of the module deadlines on time, aiming for a 80% completion rate of all training modules by the end of the cohort deadline. **Staff Responsible for Monitoring:** Director of Academics **Funding Sources:** - Local Funds - $135,430				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide continuous professional development and training to support the implementation of Manor ISD's Dual Language programs through a partnership with Ensemble Learning to develop culturally responsive bilingual programming and bi-literacy strategies for our dual language teachers and the campus leadership team. **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 - $35,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Provide teachers on targeted secondary campuses - Decker Middle School, Manor Rise Academy, Manor New Tech Middle School and Manor High School with one full day of professional learning during BOY Teacher professional development on Kagan Engagement and Cooperative Learning Structures to increase student engagement and ensure every student processes classroom learning and responds to teacher questions. **Strategy's Expected Result/Impact:** Increase in student engagement/on-task behavior and increased academic achievement as each and every student is learning in an environment where active participation: processing of information and responding to teacher questions is mandatory. **Staff Responsible for Monitoring:** Director of Academics, campus principals **Funding Sources:** funding for Professional learning - Title II, Part A - $30,870				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Provide Emergent Bilingual scholars with supplemental curriculum and sheltered instructional support to increase language acquisition across the four language domains. **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 in TELPAS. **Staff Responsible for Monitoring:** Director of Academics and Multilingual Programs **Funding Sources:** - Title III, Part A - $10,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Provide literacy acceleration support to scholars through tutoring targeting schools with the highest need. Majority of tutoring will take place during the instructional day. **Strategy's Expected Result/Impact:** 100% of scholars will demonstrate growth via their BOY, MOY, and EOY diagnostic screeners. **Staff Responsible for Monitoring:** Chief Schools Officer				

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 33% in Spring 2026 and 47% by 2028.

HB3 Goal

Evaluation Data Sources: STAAR, STAAR Interim, IXL screeners

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Bluebonnet Math OER Resource (HQIM) in all K-8 and Algebra math classrooms. Partner with Region 13 through MISD LASO 3 grant to plan and implement transition to Bluebonnet Math. Develop a transition plan for K-5, and a second transition plan for secondary. Ensure that 100% of teachers receive training on the use of HQIM during beginning-of-year professional development in summer 2025. Track utilization progress through Bluebonnet Math walkthrough protocols where teachers use the identified HQIM effectively in 80% of their lessons. **Strategy's Expected Result/Impact:** 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. **Staff Responsible for Monitoring:** CSO, Director of Academics, Bluebonnet Math coordinator, campus principals **Funding Sources:** LASO 3 Grant funding, IMRA OER and SBOE funding sourcs - TIMA - $278,914				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All math teachers, grades K-8 and Algebra will receive 2 days of professional development and training on the transition and implementation of Bluebonnet Math - grades K-8 and Algebra during the Back-to-School BOY PD before the 2025-2026 school year **Strategy's Expected Result/Impact:** student mathematical outcomes will increase across the district as teachers are trained to implement the new Bluebonnet Math curriculum which is more closely aligned to the TEKS, with ongoing support from Region 13 for teachers throughout the year. **Staff Responsible for Monitoring:** Chief of Academics **Funding Sources:** LASO 3 Grant funding - total support provided by Region 13 throughout the year - Test - $515,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All campus leaders, including principals, assistant principals, and instructional coaches will receive 2 days of professional development and training on the transition and implementation of Bluebonnet Math - grades K-8 and Algebra during the Summer before the 2025-2026 school year **Strategy's Expected Result/Impact:** Campus leaders will be prepared to lead, support and monitor the full implementation of Bluebonnet Math leading to improved student outcomes on the state's STAAR assessment. **Staff Responsible for Monitoring:** CSO, Director of Academics, Bluebonnet math coordinator, campus principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: All campuses will incorporate checks for understanding and reteaching with an emphasis on small group instruction based on CFU assessment data into daily instructional lessons ensure students are mastering grade-level concepts and skills. **Strategy's Expected Result/Impact:** 80% of students will demonstrate growth from BOY to EOY on identified mathematics diagnostic tool **Staff Responsible for Monitoring:** Chief Schools Officer				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Students will utilize IXL digital platform to provide adaptive mathematics practice for scholars. **Strategy's Expected Result/Impact:** Student platform usage (of at at least 80 minutes per week) will reach 80% by the end of the school year. 80% of scholars will demonstrate growth on state and local assessments. **Staff Responsible for Monitoring:** CSO, Director of Academics **Funding Sources:** LASO 3 funds totaling - $142,037.50 - TIMA - $142,037.50				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide math acceleration support to scholars through tutoring targeting schools demonstrating highest need based on STAAR scores. Majority of tutoring will happen during the school day. **Strategy's Expected Result/Impact:** 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. **Staff Responsible for Monitoring:** Director of Academics				

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 3: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 80%, Class of 2027 - 85%, Class of 2028 - 90%)

GPM 3.1 The percentage of graduates that meet TSI compliance in English and Math through the TSIA, SAT, ACT, or the English and Math College Prep Course will increase from 32% to 60% by the class of 2028.
GPM 3.1 Annual Targets: Class of 2024=40% (36%), Class of 2025=45%, Class of 2026=50%, Class of 2027=55%, Class of 2028=60%

High Priority

HB3 Goal

Evaluation Data Sources: College Prep ELA / Math: semester enrollment reports and semester grades
TSI: student score reports per test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase student college readiness access through digital and paper resources to improve assessment performance on TSI/PSAT/ACT/SAT. **Strategy's Expected Result/Impact:** Increase in student participation and performance on standardized tests. **Staff Responsible for Monitoring:** Secondary Campuses Principals & Director of Counseling and Guidance **Funding Sources:** Method Learning Platform, Mastery Prep - Title I, Part A - $110,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase opportunities for high school students to participate in JROTC - style "Cadet Core" club. Expand Cadet Core opportunities from current site at Manor New Tech HS to offer the cadet core club to students at Manor High School/Manor Senior High School. **Strategy's Expected Result/Impact:** Students are aware of how to join the military. Students are leaders on campus. Students may choose to enlist. **Staff Responsible for Monitoring:** Harvey				

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 4: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 85%, Class of 2027 - 90%)

GPM 3.2 The percentage of graduates that meet the dual credit course indicator will increase from 34% to 55% by the class of 2028.
GPM 3.2 Annual Targets: Class of 2024=35% (22%), Class of 2025=35%, Class of 2026=40%, Class of 2027=45%, Class of 2028=55%

High Priority

HB3 Goal

Evaluation Data Sources: TAPR
Schoolinks
SKyward
On Data Suite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The CTE department in partnership with Austin Community College will expand workforce dual credit courses to include at least one course per program of study. **Strategy's Expected Result/Impact:** Increase in overall district CCMR score in the area of college readiness. Increase in annual district HB3 state allocation (outcomes based funding.) **Staff Responsible for Monitoring:** Director of CTE and Innovation **Problem Statements:** Demographics 5 - Student Learning 5 - District Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase student enrollment in academic dual credit courses with Austin Community College at the high school level. **Strategy's Expected Result/Impact:** Increase in overall CCMR score in the area of college readiness. Increased student access to dual credit classes. **Staff Responsible for Monitoring:** Director of Counseling and Guidance, Associate Principal, School Counselors **Funding Sources:** Austin Community College Enrollment Fees & Costs - Title I, Part A - $450,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The CTE department in partnership with Austin Community College will expand workforce dual credit courses to include at least one course per program of study. **Strategy's Expected Result/Impact:** Increase in overall district CCMR score in the area of college readiness. Increase in annual district HB3 state allocation (outcomes based funding.) **Staff Responsible for Monitoring:** Director of CTE and Innovation				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: The percent of students receiving an industry based certification is about 9%. **Root Cause**: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Student Learning
Problem Statement 5: The percent of students receiving an industry based certification is about 9%. **Root Cause**: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

District Processes & Programs
Problem Statement 5: The percent of students receiving an industry based certification is about 9%. **Root Cause**: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

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: By June 2027, increase the percentage of Manor ISD graduates earning College, Career, and Military Readiness (CCMR) distinction from 65% (Class of 2025) to at least 75% (Class of 2026) by implementing targeted interventions aligned to CCMR indicators, including increasing the percentage of graduates earning Industry-Based Certifications (IBCs) from 15% to 20%.

High Priority

Evaluation Data Sources: Skyward Student Information System

Course completion (e.g., CTE coherent sequence)

Dual credit enrollment and performance

Military enlistment intent (where documented)
PEIMS (Public Education Information Management System) Data

Graduation cohorts

Student demographic and program participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The CTE Department will work the Counseling Department to streamline course choice sheets to reflect all Endorsement and pathway changes to increase the number of Pathway Completers. **Strategy's Expected Result/Impact:** Increase in overall district CCMR score in the area of career readiness. Increase in annual district HB3 state allocation (outcomes based funding.) Increase in Perkins Funding allocation **Staff Responsible for Monitoring:** Director of CTE and Innovation **Problem Statements:** Demographics 5 - Student Learning 5 - District Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The CTE department will continue to expand industry based certification testing options and opportunities per program of study. The department will also provide guidance documents and a testing plan for campuses to set expectations for program monitoring and student participation. **Strategy's Expected Result/Impact:** Increase in overall district CCMR score in the area of career readiness. Increase in annual district HB3 state allocation (outcomes based funding.) Increase in Perkins Funding allocation **Staff Responsible for Monitoring:** Director of CTE **Funding Sources:** IBC testing curriculum and materials (exams, registrations, study guides) - Title II, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Develop and implement a centralized tracking system for students with IEPs to monitor and support their participation in course planning, transition planning, and postsecondary goal development, ensuring alignment with CCMR indicators. The system will be fully operational across all secondary campuses by the end of the 2026-2027 school year, with annual progress benchmarks established for student engagement, IEP transition compliance, and postsecondary readiness outcomes. **Strategy's Expected Result/Impact:** By the end of the 2026-2027 school year, all secondary campuses will implement a centralized tracking system to monitor and support students with IEPs in course planning, transition planning, and postsecondary goal development. As a result, 100% of students with IEPs aged 14 and older will have compliant, individualized transition plans aligned to their postsecondary goals, and the percentage of students with IEPs meeting at least one College, Career, or Military Readiness (CCMR) indicator will increase annually, contributing to the district's overall CCMR target of 90% by the Class of 2028. **Staff Responsible for Monitoring:** Executive Director of Special Programs **Problem Statements:** Demographics 5 - Student Learning 5 - District Processes & Programs 5 **Funding Sources:** - Local Funds				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: By June 2027, provide annual training for 100% of special education campus personnel and administrators on ARD compliance procedures related to CTE participation, ensuring that: (1) CTE representatives attend ARD meetings when required; and (2) when absent, their input is documented using standardized district procedures. This will ensure accurate alignment of student IEPs with CTE pathways, supporting increased access to industry-based certifications and CCMR indicators for students with disabilities. **Strategy's Expected Result/Impact:** By the end of the 2026-2027 school year, 100% of special education personnel and campus administrators will be trained on ARD procedures involving CTE participation. As a result, all ARD meetings for eligible students will include either the presence of a CTE representative or documented input from the CTE department. This will lead to increased alignment between IEP transition plans and CTE pathways, contributing to a measurable increase in the number of students with IEPs earning industry-based certifications and meeting College, Career, and Military Readiness (CCMR) indicators. **Staff Responsible for Monitoring:** Executive Director of Special Programs **Problem Statements:** Demographics 2 **Funding Sources:** - Local Funds				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: According to the 2023-2024 Texas Academic Performance Report (TAPR), the 25% teacher turnover rate was higher than the State average of 19%. **Root Cause**: Teachers and leadership in the district have fewer years of experience than the state average which may result in the lack of sufficient support and guidance for teachers with 1-5 years of experience. Second, locally certified teachers comprise the largest percentage of the turnover rate.
Problem Statement 5: The percent of students receiving an industry based certification is about 9%. **Root Cause**: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Student Learning
Problem Statement 5: The percent of students receiving an industry based certification is about 9%. **Root Cause**: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

District Processes & Programs
Problem Statement 5: The percent of students receiving an industry based certification is about 9%. **Root Cause**: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

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: By June 2027, increase the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the Math STAAR 3-8 assessments to 22% by 2025 and 45% by 2028.

By June 2027, increase the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the Reading STAAR 3-8 assessments will increase to 30% by 2025 and 55% by 2028.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By May 2027, 100% of general education content teachers, inclusion teachers, and specialized classroom teachers will participate in collaborative training on IEP development, with a specific emphasis on writing measurable Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements. Training effectiveness will be measured through pre- and post-assessments, with at least 85% of participants demonstrating growth in knowledge and application of PLAAFP requirements. **Strategy's Expected Result/Impact:** Increased individualized instructional support for students will be increase and will affect student performance. **Staff Responsible for Monitoring:** Executive Director of Special Programs **Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** Professional Development provided by Special Education and Curriculum Depts - Local Funds - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By August 2027, implement a districtwide system for electronic IEP distribution, monthly folder checks, and quarterly classroom visits to ensure 100% of special education teachers and inclusion staff are implementing IEP accommodations and services with fidelity. Monitoring data will be used to provide targeted coaching and professional development, contributing to annual increases in STAAR reading and math performance for students served in special education, progressing toward the 2028 targets. **Strategy's Expected Result/Impact:** Increased accountability in instruction and IEP monitoring. **Staff Responsible for Monitoring:** Executive Director of Special Programs **Results Driven Accountability** **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: According to the 2023-2024 Texas Academic Performance Report (TAPR), the 25% teacher turnover rate was higher than the State average of 19%. **Root Cause**: Teachers and leadership in the district have fewer years of experience than the state average which may result in the lack of sufficient support and guidance for teachers with 1-5 years of experience. Second, locally certified teachers comprise the largest percentage of the turnover rate.

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 7: 100% of students on secondary campuses will have one-on-one planning sessions with their school counselor

HB3 Goal

Evaluation Data Sources: Counseling logs, transcripts, course choice sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the SchooLinks postsecondary platform in grades K-12 to assist students in college and career exploration. **Strategy's Expected Result/Impact:** Data received from the platform will produce evidence of student utilization. **Staff Responsible for Monitoring:** Director of Counseling & Guidance, School Counselors **Funding Sources:** SchooLinks Platform - Career & Technical (Carl Perkins) - $70,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct at least one face to face post-secondary planning meeting with every high school student during the 2025-2026 school year. Ensure parents are informed and participate in the pathway selection process. **Strategy's Expected Result/Impact:** Increased graduation rates, CCMR rates, and post-secondary readiness. **Staff Responsible for Monitoring:** Director of Counseling & Guidance & School Counselors (High School) **Funding Sources:** School Counselors - Title II, Part 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 8: 100% of students in Manor ISD will receive character education by 2026

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement SEL Character Education on each campus. **Strategy's Expected Result/Impact:** Students (grades PreK-12) across all campuses will complete weekly character lessons weekly throughout the 2025-2026 school year. **Staff Responsible for Monitoring:** Director of Counseling & Guidance: Oversees program implementation, district alignment, and annual evaluation of platform. Campus Principals: Ensure weekly character lessons are delivered by teachers in classrooms as Tier 1 Support. Teachers: Deliver and model weekly character content with students. **Funding Sources:** Positivity Project & 7 Mindsets - AWARE Grant - $65,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By Spring of 2026, 100% of student-athletes in Manor ISD will receive sports character education through a comprehensive athletic department, district-wide initiative integrated into all athletic programs. **Strategy's Expected Result/Impact:** 100% of student-athletes (grades 7-12) across all campuses will complete weekly character lessons by the end of each school year beginning in 2025-2026. Coaches will actively integrate character curriculum into team culture and weekly routines. **Staff Responsible for Monitoring:** Athletic Director: Oversees program implementation, district alignment, and annual evaluation of material weekly. Campus Athletic Coordinators: Ensure weekly character lessons are delivered, documented, and embedded in team schedules during off-season. Head Coaches: Deliver and model weekly character content with athletes, submit participation logs and reflections. Assistant Coaches: Support lesson delivery and help monitor student engagement and participation. **Problem Statements:** Perceptions 7 **Funding Sources:** Curriculum Resources - Title IV, Part A - $4,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Perceptions
Problem Statement 7: Despite the critical role that character, leadership, and life skills play in the development of student-athletes, Manor ISD currently lacks a standardized, district-wide character education program embedded within its athletic framework. **Root Cause**: A need to implement a unified, impactful sports character education program to ensure that 100% of student-athletes receive structured, values-based instruction.

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 9: Increase student engagement and participation in STEM (Science, Technology, Engineering, and Mathematics) coursework and career pathways by expanding access to rigorous STEM courses, curriculum, and extra-curricular activities with a measurable goal of increasing STEM course enrollment and student-reported interest in STEM careers by 20% by 2028

Evaluation Data Sources: % of students enrolled in a MS or HS STEM Course
% of students enrolled in a STEM elective
% of students participating in Robotics and STEM extracurriculars
% of STEM Camp enrollment
STEM Career Interest Survey

Strategy 1 Details	Reviews			
Strategy 1: Increase enrollment in STEM and Robotics camps and extracurricular activities	Formative			Summative
Strategy's Expected Result/Impact: % of students participating in STEM extracurricular activities will increase 20% by 2028 **Staff Responsible for Monitoring:** Chief of Schools	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase student enrollment in STEM core courses and electives	Formative			Summative
Strategy's Expected Result/Impact: % of students participating in STEM courses will increase 20% by 2028 **Staff Responsible for Monitoring:** CASO	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase student interest in pursuing STEM careers	Formative			Summative
Strategy's Expected Result/Impact: Survey results of students interested in pursuing STEM Careers will increase 20% by 2028 **Staff Responsible for Monitoring:** CASO- Chief Academic Support Officer	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 1: Increase awareness of district, campus, student, and staff news and recognitions

Evaluation Data Sources: Meta, Twitter and website analytics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Post at least four articles per month on the district website and district social media platforms that highlight student, staff, campus, and district achievements. **Strategy's Expected Result/Impact:** This regular storytelling strengthens community pride, increases engagement with families and stakeholders, and reinforces the district's commitment to celebrating success. **Staff Responsible for Monitoring:** Executive Director of Communications				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Launch and maintain a monthly Superintendent Recognition Program that features staff in the Staff Spotlight, Manor Monthly, and district social media for outstanding contributions. **Strategy's Expected Result/Impact:** The Superintendent Recognition Program highlights outstanding staff each month, boosting morale, engagement, and community pride in Manor ISD. **Staff Responsible for Monitoring:** Executive Director of Communications				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Post at least two articles per month on district social media platforms highlighting student, staff, campus, and district achievements in alignment with Lone Star Governance **Strategy's Expected Result/Impact:** By consistently posting at least two achievement-focused articles per month on district social media platforms, Manor ISD will increase visibility of student success and staff excellence while strengthening community engagement. **Staff Responsible for Monitoring:** Executive Director of Communications				

 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: Increase community and stakeholder awareness of district safety measures, terminology, and initiatives

Evaluation Data Sources: Web Analytics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and maintain a centralized safety website featuring all district safety protocols, definitions of commonly used terminology, and access to the district tip line. **Strategy's Expected Result/Impact:** The centralized safety website will result in a well-informed community where families, staff, and stakeholders clearly understand district safety protocols, terminology, and reporting options, leading to stronger trust, increased confidence in safety measures, and greater community engagement in supporting a safe school environment. **Staff Responsible for Monitoring:** Executive Director of Communications				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Launch individual Threat Assessment Team pages on each campus website to provide transparency and contact information for safety-related concerns. **Strategy's Expected Result/Impact:** The webpages increase transparency and accessibility, helping families, staff, and community members better understand district safety measures and who to contact, which builds trust and confidence in the district's commitment to student safety. **Staff Responsible for Monitoring:** Executive Director of Communications				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Publish a Safety and Security Newsletter twice annually (Fall and Spring) to inform families and staff about ongoing safety efforts and updates. **Strategy's Expected Result/Impact:** The newsletter increases community awareness of district safety efforts, building trust and confidence among families and staff. **Staff Responsible for Monitoring:** Executive Director of Communications				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Implement an ongoing promotional campaign for the Manor ISD Tip Line through digital, print, and campus-based channels. **Strategy's Expected Result/Impact:** The ongoing visibility of the Tip Line builds a stronger culture of safety and trust within Manor ISD. Students and families feel more empowered to report concerns, leading to faster response times, proactive interventions, and safer learning environments across all campuses. **Staff Responsible for Monitoring:** Executive Director of Comms				

 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 3: Manor ISD will increase social media followers by 10% on all platforms by the end of the school year.

Evaluation Data Sources: Meta and X analytics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Post a minimum of 3 updates per week on district social media channels. **Strategy's Expected Result/Impact:** Posting at least three updates per week will strengthen community engagement and visibility, helping Manor ISD grow social media followers by 10% by the end of the school year. **Staff Responsible for Monitoring:** Executive Director of Communications				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a content calendar to ensure consistent and relevant messaging. **Strategy's Expected Result/Impact:** With more intentional and consistent content, Manor ISD will strengthen its online presence, foster higher engagement, and attract new followers. **Staff Responsible for Monitoring:** Executive Director of Communications				

No Progress Accomplished Continue/Modify Discontinue

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: By May 2026, Manor ISD social workers and parent liaisons will engage at least 90% of district families through quarterly outreach efforts--including home visits, family workshops, and community events--and will establish partnerships with a minimum of 4 new community organizations that provide support for student behavior, academic achievement, and attendance improvement.

High Priority

HB3 Goal

Evaluation Data Sources: Family Engagement Logs - Family Engagement coordinator can track outreach efforts from parent liaisons by using Title 1 Crate and Skyward (e.g., home visits, phone calls, workshop attendance) to measure the percentage of families engaged.

Whole Child Custom Forms- Director can track outreach efforts by social workers by running monthly reports (e.g., home visits, phone calls, workshop attendance) to measure the percentage of families engaged.

Partnership Agreements or MOUs - Use Bonfire to track new MOUs with new community partners to verify and evaluate partnership growth and relevance to student support areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and implement a comprehensive family engagement plan that includes scheduled quarterly outreach activities (home visits, family workshops, community events) coordinated by social workers and parent liaisons, with clear roles, communication protocols, and tracking systems to ensure consistent and meaningful family participation. **Strategy's Expected Result/Impact:** At least 90% of district families actively engaged in outreach efforts each quarter through home visits, workshops, and community events. Increased family awareness and utilization of district resources and supports related to student behavior, academics, and attendance. Strengthened trust and communication between families, social workers, and parent liaisons. Successful establishment of a minimum of 4 new community partnerships providing targeted support services. Improved student outcomes in behavior, academic achievement, and attendance linked to increased family and community engagement. Comprehensive tracking and documentation of outreach activities, allowing data-driven adjustments to improve engagement strategies over time. **Staff Responsible for Monitoring:** Whole Child Coordinator **Problem Statements:** Demographics 8 **Funding Sources:** Title 1 - Title I, Part A - $1,500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 8: Manor ISD families face barriers to engagement with schools, limiting their access to resources and supports that promote student behavior, academic success, and attendance. Additionally, the district currently lacks sufficient partnerships with community organizations to provide comprehensive support for students and families. This gap in family and community engagement hampers student outco **Root Cause**: Limited family engagement and insufficient community partnerships is the absence of a structured, proactive outreach system that effectively connects families with schools and identifies relevant community resources. This includes challenges such as limited staffing capacity, inconsistent communication methods, lack of coordinated efforts across campuses, and insufficient awareness.

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 2: By 2026, Manor ISD will ensure that at least 70% of families participate in educational workshops, volunteer opportunities, and committee involvement as part of a districtwide effort to strengthen family engagement and community partnerships.

High Priority

HB3 Goal

Evaluation Data Sources: Event Sign-in Sheets and Participation Logs
Track attendance at educational workshops, volunteer events, and committee meetings to quantify family participation rates.

Parent Surveys or Feedback Forms
Collect data on families' awareness of, access to, and satisfaction with engagement opportunities. This can also help identify barriers to participation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent Liaisons will provide at least 3 family engagement opportunities that are Linked to Learning per month as one of the 6 process conditions following the Dual Capacity-Building framework for family-school partnerships. **Strategy's Expected Result/Impact:** Improve the connection between family engagement and learning/development and increase the family-school partnerships. At least 70% of families will participate in educational workshops, volunteer activities, or committee involvement by 2026. Monthly delivery of a minimum of 3 family engagement opportunities linked to learning will increase family knowledge and skills to support student success. Enhanced family capacity to partner with schools in meaningful ways, leading to stronger home-school connections. Increased family volunteerism and participation in school committees, contributing to more inclusive and responsive school communities. Positive feedback from families regarding the relevance and impact of engagement activities. Improved student outcomes in attendance, behavior, and academic achievement linked to increased family involvement. Ongoing tracking and documentation of family participation rates to monitor progress and inform continuous improvement. **Staff Responsible for Monitoring:** Coordinator of Family Engagement **Problem Statements:** Demographics 4 **Funding Sources:** Title 1 Part A - Title I, Part A - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Manor ISD Special Programs Department will partner with parent liaisons to host family engagement opportunities on a monthly basis, beginning October 2024. **Strategy's Expected Result/Impact:** Improved family engagement and reduced critical cases requiring involvement by TEA via the complaint process, mediations and/or requests for due process. **Staff Responsible for Monitoring:** Executive director of special programs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: By August 2026, Manor ISD will grow The Manor MOSAIC (Multicultural Opportunities for Student Artistic Innovation and Creativity) Program from 2 elementary campuses to at least 4 elementary campuses. This will consist of culturally relevant after-school fine arts programs, offering options such as Step Team, Ballet Folklorico, Drumline, World Percussion, Muralism, Afrocentric Art, Hispanic Crafts, Street Art, Traditional Asian and South Asian Dance, Gospel Music, Slam Poetry or Storytelling. **Strategy's Expected Result/Impact:** The goal is to foster cultural appreciation, student and family engagement, and community involvement through fine arts. Programs will rely on campus and community interest and talent surveys and recruit first from Manor ISD staff and families willing to teach the courses. As needed, community partners and vendors will also be recruited to facilitate clubs. **Staff Responsible for Monitoring:** Director of Fine Arts				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Manor ISD experiences lower-than-desired family participation in educational workshops, volunteer opportunities, and committee involvement. This limits the district's ability to build strong family-school partnerships, which are essential for supporting student learning and fostering a collaborative school community. **Root Cause**: Families have limited access to structured, learning-connected engagement opportunities each month, and schools may not have consistent systems in place to plan, communicate, and deliver these opportunities effectively.

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 3: By 2026, 80% of K-12 students in Manor ISD will have access to virtual and in-person mental health therapy services through partners such as TCHATT, Daybreak, CIS, Integral Care, CARY and Expect Respect, in partnership with families and community providers, to support emotional well-being and improve academic outcomes.

High Priority

HB3 Goal

Evaluation Data Sources: Partner Utilization Reports
Track the number of students referred, enrolled, and actively participating in therapy services, disaggregated by grade level or campus.

Student Support Services Logs
Document referrals made by counselors, social workers, or staff, and follow-up actions taken--this helps evaluate access and response timelines.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Daybreak Screeners and referrals from campuses for mental health services. **Strategy's Expected Result/Impact:** Identify students in need of mental health services and identify mental health support. Early identification of students experiencing mental health challenges through Daybreak screening tools. Increased referrals from campuses to appropriate mental health services, ensuring timely support. Greater student access to both virtual and in-person therapy services via partnerships. Improved emotional well-being and reduced mental health crises among students. Enhanced academic performance, attendance, and engagement due to better mental health. Strengthened collaboration between campuses, families, and community providers. **Staff Responsible for Monitoring:** Director of Whole Child **Results Driven Accountability** **Problem Statements:** Perceptions 1 **Funding Sources:** Daybreak Contract - Test - Powell Foundation Grant - $80,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students in Manor ISD face mental health challenges that negatively impact their emotional well-being and academic performance. Currently, access to timely and appropriate mental health services is limited or underutilized, leading to unaddressed needs and poorer outcomes. Without systematic screening and referral processes, students who require support may not receive it, hindering their success. **Root Cause**: Lack of systematic, proactive screening and referral processes at campuses, resulting in many students with mental health needs going unidentified or unserved. Insufficient awareness or capacity among staff and families to recognize mental health concerns early. Limited coordination between schools, families, and community mental health providers, causing gaps in access or delays in services.

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 4: By May 2025, Manor ISD will reduce the dropout rate by 3% by tracking chronic absenteeism, increasing home visits, and providing tiered support interventions (academic, social, and emotional) for identified at-risk students. Progress will be reviewed quarterly with the reengagement team.

Evaluation Data Sources: 2024-2025 -- Home Visit tracking sheet from the Truancy department
TAPR Report
Weekly PEIMS ADA tracking sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Expand Home Visits for Family Engagement by training the reengagement team, including counselors and community liaisons, to conduct home visits with cultural sensitivity and empathy. Establish consistent follow-up with home campus after home visits to ensure families receive proper support to address barriers that may have been presented during the home visit. **Strategy's Expected Result/Impact:** Higher re-enrollment rates for students previously at risk of dropping out due to family challenges. **Staff Responsible for Monitoring:** Principal MEA/Director of Truancy				

No Progress Accomplished Continue/Modify Discontinue

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 5: By May 2025, Manor ISD will increase its district-wide attendance rate from 90.7% to meeting or exceeding the state average.

Evaluation Data Sources: TAPR Report
Weekly PEIMS ADA tracking sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MEA Principal/Director of Truancy, Director of Student Services and one assistant principal per campus will attend training hosted by Dr. Thomas at the JP court. **Strategy's Expected Result/Impact:** Student attendance rates will increase as campuses implement effective strategies learned in the training and strengthen partnerships with the JP court. **Staff Responsible for Monitoring:** Director of Truancy/Director of Student Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The reengagement team will continue to support weekly attendance meetings at each of the 17 campuses, providing tiered support & interventions for students identified with chronic absenteeism. Progress will be reviewed monthly to ensure the goal is on track and adjustments can be made where necessary. **Strategy's Expected Result/Impact:** Reduction in Chronic Absenteeism: By the end of the academic year, we expect a measurable reduction in the percentage of students identified with chronic absenteeism (e.g., a 10-15% decrease from baseline). Increased Student Engagement: Students receiving interventions will show improved participation in class activities, reflected in more consistent attendance and engagement in schoolwork. **Staff Responsible for Monitoring:** MEA Principal/Director of Truancy Campus Principals **Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

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: By 2026, 100% of Manor ISD students identified as experiencing homelessness will receive coordinated wraparound services--including academic, mental health, attendance, and basic needs support--in order to improve academic performance and ensure equitable access to district resources.

High Priority

HB3 Goal

Evaluation Data Sources: McKinney-Vento Program Records
Track identified students, types of services provided (e.g., transportation, school supplies, housing referrals), and frequency of support.

Academic Performance Data
Monitor grades, standardized test scores, attendance, and promotion rates of students receiving wraparound services to assess impact on achievement. (Eduphoria monitoring groups, iStation/iReady data, STAAR/EOC data)

Student Support Case Management Logs
Use logs from social workers, counselors, and family support staff to document service delivery, referrals, and follow-up actions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns and routinely attend Student Support Team meetings to increase collaboration with campus leaders and ensure necessary accommodations are provided as well as ensure compliance with the McKinney-Vento Act. **Strategy's Expected Result/Impact:** Improved academic outcomes (grades, course completion) for 100% of students experiencing homelessness due to timely identification and support. Increased attendance rates and reduced chronic absenteeism among homeless students tracked through the monitoring spreadsheet. Reduction in behavior incidents by addressing underlying challenges with wraparound supports. Consistent coordination and communication between campus leaders, Student Support Teams, and district resources leading to quicker and more effective interventions. Full compliance with the McKinney-Vento Act ensuring that homeless students' rights and needs are met. Higher rates of access to mental health, academic, and basic needs services among homeless students. Increased family and student engagement through coordinated outreach efforts. **Staff Responsible for Monitoring:** Director of Whole Child **Results Driven Accountability** **Problem Statements:** Student Learning 3 - District Processes & Programs 1 **Funding Sources:** Title 1 Homeless Reservation - Title I, Part A - $21,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations. **Strategy's Expected Result/Impact:** Accurate and timely tracking of academic testing performance for all students coded as homeless. Increased compliance with testing accommodations required under state and federal guidelines (including McKinney-Vento). Identification of gaps in academic performance that may be addressed through targeted interventions. Improved academic outcomes on standardized tests due to proper accommodations and support. Data-driven insights enabling campus and district staff to adjust instructional and support strategies for homeless students. Enhanced collaboration among educators, testing coordinators, and support staff to ensure equitable assessment opportunities. Increased awareness of homeless students' unique academic needs among campus staff. Better documentation and reporting of testing data related to homeless students to guide continuous improvement. **Staff Responsible for Monitoring:** Director of Whole Child **Results Driven Accountability** **Problem Statements:** Student Learning 3 - District Processes & Programs 1 **Funding Sources:** Title 1 Homeless Reservation - Title I, Part A - $21,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement. **Root Cause**: Campus leaders were unaware of students experiencing homelessness, their needs and rights.
District Processes & Programs
Problem Statement 1: Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement. **Root Cause**: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

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: 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 2025 in order to receive feedback and suggestions. The revised LTFP will be presented to the Cabinet in April 2025. A proposed LTFP will be presented to the Manor ISD Board of Trustees at their Regular Meeting in May 2026.

This plan will present actual and projected general operating revenues and expenditures, with the net impact to the fund balance, over a period of five (5) years, beginning with Fiscal Year 2023-24 and ending with Fiscal Year 2027-28).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: Two-year plan to achieve a balanced or surplus budget by June 2027 and help rebuild the general operating reserve to a sustainable four and a half (4.5) months.

Strategy's Expected Result/Impact: * 2025-2026 Adopted a balanced budget.
* 2026-2027 Adopt a balance or surplus budget.

During 2025-2026 the district adopted a balanced budget by reducing operating expenditures by 15%, over the previous year. The planned reductions ranged from personnel costs, contracted services, general supplies district wide travel, and the consolidation of certain classrooms by increasing class size and transportation bus routes. This was also done without increasing the maintenance and operations property tax rate.

While the largest percentage of budget cuts were in personnel, the district approved an increase to employee benefits, such the employer health insurance contribution from $471 to $508 and the employer-offered life insurance benefit from $10,000 to $20,000.

Moreover, the passing of HB2 during the summer of 2025, which increased local and state revenues by a net $3.6 million, allowed the district to provide a salary increase to all instructional staff and a 1% increase to all support staff.

Additionally, due to the low general operating reserves, the district passed another borrowing resolution during June 2026 in the amount of $30 million to support operations during the period of low revenue inflows between July and November. This short-term note is also projected to be paid off during the spring of 2026, prior to the note's expiration date to save the district in interest cost.

Other anticipated sources of general operating revenue from land sales or property value appeals are not included in these projections, but when they are realized, they will help rebuild the general operating reserve and reduce the amount of short-term debt borrowing in the future.

For 2026-27, the district anticipates property values to grow by 3 - 5% and ADA to remain at a steady growth. To adopt a balanced or surplus budget, the district will not exceed the General Fund expenditure budget by more than the new revenue generated by these revenue assumptions.

As it relates to the Chapter 49 state recapture, the district does not currently anticipate a recapture payment, unless property values grow significantly and ADA decreases or remains at a level that does not sustain the level of wealth per ADA.

For future years, the district anticipates the need for short-term borrowing for operations, at diminished amounts, until the General Funds reserve is rebuilt to a sustainable four and a half (4.5) months.

Staff Responsible for Monitoring: Chief Financial Officer

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Allocate federal and state funding equitably and maximize funding sources **Strategy's Expected Result/Impact:** Update Federal/State Programs manuals to reflect new program guidelines for ESSA/IDEA-B and State Compensatory Education to be used for program administration and training. The Federal Programs Director utilizes various tools for the management of federal grants and state programs to facilitate the monitoring of grant funded personnel and program spending. PEIMS student reports will be used to allocate funding accordingly and equitably. Federal grant expenditures are reported, and drawdowns are performed monthly. Grant spending will stay with the year's progression and program directors will be updated monthly to minimize roll forward amounts and meet program guidelines. **Staff Responsible for Monitoring:** Ricardo Venegas, Director of Federal and State Programs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement plans to work with community partners to improve attendance by deterring students from skipping school. **Strategy's Expected Result/Impact:** Attendance will increase at our high schools **Staff Responsible for Monitoring:** Director of Truancy				

No Progress Accomplished Continue/Modify Discontinue

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, 100% of identified teen parents in Manor ISD will receive access to daycare support and parenting resources--such as referrals, counseling, and parenting workshops--while receiving ongoing academic monitoring to support graduation and postsecondary readiness.

High Priority

HB3 Goal

Evaluation Data Sources: Student Services Case Logs
Document services provided to each identified teen parent (e.g., daycare referrals, parenting classes, counseling) and track follow-up support.

Academic Progress Reports
Monitor grades, attendance, credit accumulation, and graduation progress to evaluate how support services impact academic outcomes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a proactive attendance monitoring system specifically for identified teen parents, tracking attendance trends and triggering timely interventions--such as academic check-ins, counseling, or home visits--to address barriers related to childcare or parenting responsibilities and support consistent school participation.				
Strategy's Expected Result/Impact: Increased attendance rates among identified teen parents, reducing chronic absenteeism by at least 20% by the end of the 2026 school year. Improved academic performance and credit accumulation for teen parents through timely identification of attendance barriers and appropriate interventions. Higher graduation rates for teen parents, with an increase of at least 15% by 2026. Enhanced engagement of teen parents in school activities and support services, demonstrated by increased participation in counseling, parenting workshops, and academic check-ins. Reduction in barriers related to childcare and parenting responsibilities, as evidenced by feedback and surveys from teen parents and staff. Strengthened collaboration between school staff, families, and community resources to provide comprehensive support for teen parents. **Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator - The Whole Child **Results Driven Accountability** **Problem Statements:** Demographics 6 **Funding Sources:** Local - Local Funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strengthen partnerships within Manor ISD and with local community organizations to deliver targeted support for pregnant and parenting teens, including access to child care assistance, mental health counseling, healthcare services, and parenting education. **Strategy's Expected Result/Impact:** Increased number of partnerships established or strengthened between Manor ISD and local community organizations providing services for pregnant and parenting teens. Expanded access to childcare assistance for 100% of identified teen parents by 2026, reducing childcare-related barriers to school attendance. Improved mental health and well-being of pregnant and parenting teens, demonstrated by increased utilization of counseling and healthcare services. Higher participation rates in parenting education programs, leading to improved parenting skills and confidence. Enhanced coordination and communication between schools and community partners, resulting in more seamless referrals and support for teen parents. Increased graduation and postsecondary readiness rates for pregnant and parenting teens as a result of comprehensive, wraparound support services. **Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Director, Health & Wellness **Results Driven Accountability** **Problem Statements:** Demographics 6 **Funding Sources:** - Local Funds - $500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 6: Teen parents in Manor ISD face significant barriers to consistent school attendance and academic success due to challenges related to childcare responsibilities, limited access to parenting resources, and insufficient support systems. These challenges contribute to lower attendance rates, higher dropout rates, and decreased postsecondary readiness among this student population. **Root Cause**: Teen parents in Manor ISD often lack access to reliable childcare, parenting support, and flexible academic resources, which creates significant challenges in managing school attendance and academic responsibilities. Additionally, the absence of a systematic, proactive attendance monitoring and intervention system results in delayed identification of attendance issues and insufficient support.

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: Implement 100% of student safety, mental wellness, and the components of a School Counseling Program

Evaluation Data Sources: Trainings, Professional Development

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Participate in training to support staff on Trauma Informed Care, social-emotional learning, positive behavior interventions and support, suicide prevention, including interventions and support that integrate best practices on grief-informed and trauma-informed care. **Strategy's Expected Result/Impact:** Participate in Region XIII's School Counselor Cooperative and Mental Health Cooperative to support students. **Staff Responsible for Monitoring:** Director of Counseling & Guidance **Funding Sources:** Region XIII Cooperative - Title II, Part A - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Support Campus-Based Teams as a part of the Safe and Supportive Schools Program Team that will meet to review students identified to be at risk. [TEC 37.115 (f)(1)(a)] **Strategy's Expected Result/Impact:** Identification of students in need of additional support services for emotional and academic sucess **Staff Responsible for Monitoring:** Director of Student Affairs				

No Progress Accomplished Continue/Modify Discontinue

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: Manor ISD will provide increased opportunities for physical activity during the school day through increased participation in structured physical education, recess, and extracurricular activities.

High Priority

Evaluation Data Sources: Campus Walkthroughs
Feedback from campus PE teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Evaluate the PE classes at all campuses for types of activities offered to students to increase physical activity and participation. **Strategy's Expected Result/Impact:** Enhancing physical activity during the school day supports students' physical health, improves focus, and promotes overall well-being aligned with district wellness policies. **Staff Responsible for Monitoring:** Health & Wellness Director PE Teacher Campus Nurse **Equity Plan** **Funding Sources:** sub coverage for PE teacher to meet with director to discuss new activities - Local Funds - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

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: By the end of the 2025-2026 school year, all Manor ISD campuses will achieve 100% compliance with the District Emergency Operations Plans by conducting mandatory monthly drills as outlined in the Standard Response Protocols from the Texas School Safety Center. The MISD Police Department will monitor and report on the completion and effectiveness of these drills each month, ensuring all campuses are prepared for emergency situations.

Evaluation Data Sources: Review meetings involving campus administrators, MISD Police Department representatives, and key staff members to discuss drill outcomes, compliance status, and areas for improvement. After each drill, gather feedback from participants and observers, compile the data, and analyze it to identify trends or recurring issues.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule monthly review meetings involving campus administrators, MISD Police Department representatives, and key staff members to discuss drill outcomes, compliance status, and areas for improvement. After each drill, gather feedback from participants and observers, compile the data, and analyze it to identify trends or recurring issues. **Strategy's Expected Result/Impact:** Monthly review meetings with campus administrators and MISD Police Department representatives will enhance emergency preparedness by discussing drill outcomes and compliance. Feedback collected after each drill will identify trends and areas for improvement, leading to increased effectiveness and safety across all campuses. **Staff Responsible for Monitoring:** Manor ISD Chief of Police				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement upgrades to safety at elementary campuses including access controls, cameras, and panic buttons. **Strategy's Expected Result/Impact:** Plans for enhancing elementary safety. **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** Installation of technology upgrades - Bond Funds (I&S)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Refine Standard Response Protocols to improve efficiency of school evacuation and reunification. **Strategy's Expected Result/Impact:** Implement training on new updated SRP which will show quick and more efficient response. **Staff Responsible for Monitoring:** Manor ISD Chief of Police				

 No Progress Accomplished Continue/Modify Discontinue

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: By the end of the 2025-2026 academic year, every campus within the district will have an armed police officer present on-site during all school hours, ensuring a safe environment for students and staff. Progress will be reviewed monthly to confirm officer assignments and address any challenges in staffing.

High Priority

HB3 Goal

Evaluation Data Sources: The hiring of additional Police Officers and properly assigning officers to campuses

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To ensure every campus has an armed police officer, an assessment of staffing needs will be conducted, followed by the development of a detailed deployment plan and budget. Each officer will be assigned to a campus. **Strategy's Expected Result/Impact:** Each campus is secured by a dedicated armed police officer, enhancing overall safety and emergency response while boosting confidence among students, staff, and parents. **Staff Responsible for Monitoring:** Manor ISD Chief of Police				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to support and recruit new cadets who will work as hall monitors while completing their police academy requirements. **Strategy's Expected Result/Impact:** Three new police officers trained by Manor ISD **Staff Responsible for Monitoring:** Manor ISD Chief of Police				

 No Progress Accomplished Continue/Modify Discontinue

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: By the end of the 2025-2026 school year, Manor ISD will create and use a long-range planning framework that incorporates community feedback, aligns with the district's goals, and identifies key areas for growth. Manor ISD will develop a prioritized list of facility needs and coordinate services to support a future bond initiative, ensuring that investments effectively address the district's priorities.

Evaluation Data Sources: Evaluation will focus on the development of a prioritized list of facility needs and the identification of action steps to coordinate professional services in support of the upcoming bond initiative. Progress will be measured through documentation of these priorities, plans for service coordination, and updates demonstrating alignment of investments with district goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manor ISD will develop a prioritized list of facility needs by applying clear criteria such as urgency, potential impact, cost-effectiveness, and alignment with district goals. Once priorities are established, the district will coordinate with financial advisors, bond consultants, legal experts, and communications teams to prepare for a future bond initiative. **Strategy's Expected Result/Impact:** By prioritizing facility needs and coordinating a well-planned bond initiative, Manor ISD will secure targeted investments that address critical infrastructure challenges and support sustainable district growth. This strategy will build strong community support, ensuring resources are effectively aligned with district goals to enhance learning environments and student success. **Staff Responsible for Monitoring:** Chief Operations Officer				

 No Progress Accomplished Continue/Modify Discontinue

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: 100% of the seniors in Manor ISD will have received "Stop the Bleed Training"prior to graduation from high school.

High Priority

HB3 Goal

Evaluation Data Sources: Attendance Rosters provided by campus administrators
or Completion of Exit Ticket provided by campus administrators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of April 30, 2026, train 100% of high school graduation seniors will complete the Stop the Bleed training that is accessible in-person or virtual sessions, ensuring all participants understand and can perform bleeding control actions in emergencies." **Strategy's Expected Result/Impact:** Students will receive the required training to prepare for real world emergency bleeding control. This skill can be used at home and in the workplace. **Staff Responsible for Monitoring:** Director of Health & Wellness Campus Principals at all high schools High School Health & Wellness Staff **Equity Plan** **Funding Sources:** substitute coverage for nurses to help teach, & train the students and to support Director H&W to complete training - Local Funds - $960				

No Progress Accomplished Continue/Modify Discontinue

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: 100% of campuses will develop a plan for campus supervision that includes a daily schedule for duty coverage.

Evaluation Data Sources: Submission of Campus supervision plan and duty schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: campus leaders will work with their respective leadership teams to fully document campus supervision plans and ensure their is comprehensive duty coverage for all aspects of student school day including morning, lunch, hallways, after-school, recess, and bus pick-up and drop off.				

No Progress Accomplished Continue/Modify Discontinue

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: Conduct District anti-bullying training and policy review with all campus leaders and staff.

High Priority

Evaluation Data Sources: district and campus meeting agendas that include professional development on anti-bullying training. Documentation of completion of anti-bullying compliance video training.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Training on anti-bullying utilizing Walsh-Gallegos "Administrator's Anti-Bullying Guide & Toolkit" conducted with 100% of principals and assistant principals during July 28, 29, 2025 Operational Meeting - Trainer of Trainers PD. Campus leaders will train all campus staff. Campus staff will provide training to students with guidance from Director of Student Services **Strategy's Expected Result/Impact:** Increased knowledge of what bullying is/looks like and how to prevent it or stop it from happening will reduce number of bullying incidents. **Staff Responsible for Monitoring:** Director of Student Services				

No Progress Accomplished Continue/Modify Discontinue

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 7: By the end of the 2025-2026 academic year, pending bond funding approval, Manor ISD will start upgrading security cameras at all elementary campuses. These upgrades will ensure comprehensive coverage, enhance real-time monitoring capabilities, and enable faster responses to security incidents.

High Priority

Evaluation Data Sources: Evaluation data sources will include MISD Safety and Security Tracker, Statement of Work (SOW) documents, and bond budget reports to assess and measure the completion and effectiveness of the security camera upgrade projects.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of secondary schools will be upgraded with security cameras. **Strategy's Expected Result/Impact:** Elementary Campuses will have working functional cameras, allowing for an increase in safety and security. **Staff Responsible for Monitoring:** Technology Director				

 No Progress Accomplished Continue/Modify Discontinue

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 8: By the end of the 2025-26 academic year, Manor ISD will install weapon detection systems at all middle school campuses to enhance campus security through real-time threat detection and rapid response to potential weapons-related incidents.

High Priority

Evaluation Data Sources: Evaluating data sources include system integration and testing, training staff, ensuring compliance with regulations. Progress will be tracked using the MISD Safety and Security Tracker, SOW documents, and budget reports for timely, effective implementation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manor ISD will install weapon detection systems at all middle school campuses by the end of the 2025-26 academic year to enhance real-time threat detection and response. Once completed, the district will have 100% of secondary campuses equipped with upgraded weapon detection systems. **Strategy's Expected Result/Impact:** This will result in comprehensive security coverage across all secondary campuses, enabling quicker identification and response to potential threats. This will create a safer school environment, increase student and staff confidence, and reduce the risk of weapons-related incidents. **Staff Responsible for Monitoring:** Chief Operations Officer				

No Progress Accomplished Continue/Modify Discontinue

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 9: By June 2026, Manor ISD will have addressed and implement the corrective actions and recommendations identified in the Texas Education Agency (TEA) Vulnerability Assessment Audit to ensure full compliance with state-mandated safety standards and enhance district-wide security protocols. Implementation of high-risk items will begin immediately, with all action items completed no later than May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Progress will be tracked through monthly status updates to verify fidelity and effectiveness.

- TEA Vulnerability Assessment Final Report (2024-2025)

- Internal MISD Corrective Action Plan Tracking Sheet

- TEA Follow-up Compliance Reviews

- Campus and District-Level Safety Audits

- Documentation of completed facility and operational safety upgrades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a district-wide corrective action response plan in alignment with TEA Vulnerability Assessment findings, prioritizing high-risk items for immediate remediation and ensuring full district compliance by the end of school year. This includes facility enhancements, procedural policy changes, safety drills, training, and interagency coordination. **Strategy's Expected Result/Impact:** Compliance with TEA safety mandates. Significant reduction in physical security and procedural vulnerabilities. Improved school climate and confidence among stakeholders (students, parents, staff). Enhanced emergency response readiness district-wide. **Staff Responsible for Monitoring:** Police Lieutenant Director of Maintenance and Facilities Department **Problem Statements:** District Processes & Programs 8 **Funding Sources:** Safety and Security Cycle Grants - Safety Grant - $40,000				

Strategy 2 Details	Reviews			
Strategy 2: District-Wide Law Enforcement Emergency Access Lockbox Installation Initiative	Formative			Summative
Strategy's Expected Result/Impact: All campuses will be equipped with strategically placed lockboxes, enhancing response time for police during emergencies. Improved overall emergency preparedness and law enforcement access across the district. Enhanced staff and student safety perception, improving morale and confidence. **Staff Responsible for Monitoring:** Police Lieutenant Director of Maintenance and Facilities **Problem Statements:** District Processes & Programs 9 **Funding Sources:** Equipment - Safety Grant - $40,000	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: District-Wide Door Scope Viewer Installation Initiative	Formative			Summative
Strategy's Expected Result/Impact: All applicable doors across campuses will be equipped with scope viewers by the target date. Staff can visually identify individuals before allowing access, minimizing unauthorized entries. Strengthened alignment with TXSSC and TEA security standards. Reduced safety audit findings related to unsecured entry points. Improved staff confidence in campus security protocols. **Staff Responsible for Monitoring:** Police Lieutenant Director of Maintenance & Facilities **Problem Statements:** District Processes & Programs 10 **Funding Sources:** Supplies - Safety Grant - $40,000	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Systematic Door Numbering Compliance Project	Formative			Summative
Strategy's Expected Result/Impact: Reduced emergency response time during critical incidents	Oct	Jan	Mar	June
Improved situational awareness for staff and first responders				
Increased staff/student safety through consistent room identification				
Higher compliance scores during safety audits and fire inspections				
Elevated community trust in MISD's safety readiness				
Staff Responsible for Monitoring: Police Lieutenant				
Director of Maintenance and Operations				
Problem Statements: District Processes & Programs 11				
Funding Sources: - Safety Grant - $40,000				

Strategy 5 Details	Reviews			
Strategy 5: Coordinate the district-wide procurement, legal review, and installation of required firearm prohibition signage by collaborating with campus administrators and facilities management to ensure every campus is compliant before the start of the 2026-2027 school year.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Campuses will be in compliance with Texas firearm signage requirements				
Reduced risk of liability and increased legal compliance				
Reinforcement of district safety culture among students, staff, and visitors				
Increased stakeholder confidence in the district's physical security protocols				
Staff Responsible for Monitoring: Police Lieutenant				
Director of Maintenance and Facilities				
Problem Statements: District Processes & Programs 12				
Funding Sources: - Safety Grant - $40,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Conduct a district-wide signage compliance initiative by auditing current signage at each campus, procuring all legally required signage through approved vendors, and installing signs at designated, visible locations before the start of the 2026-2027 school year. **Strategy's Expected Result/Impact:** All campuses will be compliant with Texas Education Code, Health and Safety Code, and other applicable federal requirements. Improved student, staff, and visitor awareness of safety protocols, abuse prevention resources, and employee rights. Reduction in compliance-related liabilities or corrective actions during audits. Visible commitment to school safety and community trust. **Staff Responsible for Monitoring:** Police Lieutenant Director of Maintenance and Facilities **Problem Statements:** District Processes & Programs 13 **Funding Sources:** - Safety Grant - $40,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

District Processes & Programs
Problem Statement 8: The 2024 TEA Vulnerability Assessment identified multiple safety, security, and emergency management gaps across district facilities, procedures, and interagency coordination. Current practices and infrastructure do not fully meet the state-recommended safety standards, leaving critical vulnerabilities unaddressed. Without the implementation of a district-wide corrective action response plan, thes
Problem Statement 9: Manor ISD currently lacks a standardized, district-wide system that provides law enforcement with immediate, secure access to school facilities during emergencies. The absence of a uniform emergency access lockbox system creates critical delays in first responder entry during life-threatening situations, such as active threats, fires, medical crises, or other incidents requiring rapid intervention
Problem Statement 10: Manor ISD has identified a critical security gap in its campus infrastructure related to limited visibility at classroom and office entry points. Currently, many interior and exterior doors lack scope viewers (door peepholes), preventing staff from safely identifying individuals on the opposite side before opening the door. This limitation increases vulnerability to unauthorized access, delays in
Problem Statement 11: Manor ISD currently lacks a fully implemented, standardized, and compliant door numbering system across all district facilities. This gap in compliance with state and federal emergency management guidelines hinders the ability of first responders, district police, and campus staff to quickly and accurately identify and communicate specific locations during emergencies. Inconsistent or missing door
Problem Statement 12: Manor ISD currently lacks a coordinated district-wide process to procure, legally review, and install state- and federally mandated firearm prohibition signage at all campuses. Without a unified approach involving campus administrators and facilities management, there is a risk of delayed compliance, inconsistent sign placement, and potential legal vulnerabilities. This gap could result in noncomp

District Processes & Programs

Problem Statement 13: Current signage across Manor ISD campuses does not fully meet state and federal requirements for mandated postings related to safety, legal notices, and public awareness. Inconsistent placement, outdated information, and missing signage create potential compliance risks and may hinder effective communication of critical safety information to students, staff, parents, and visitors. Without a system

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 2026) from 57% to 80% at the October snapshot dates

High Priority

Evaluation Data Sources: TAPR; MISD internal PEIMS & HR hand calculation based on Skyward data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Manor ISD's compensation plan will continue to be competitive with surrounding districts and markets by 2026-2027 school year with emphasis on employee groups that directly impact student achievement that are identified as being compensated as below the average market comparison in the TASB pay equity study. The state's Teacher Incentive Allotment (TIA) will be available to all elementary schools for the 2025-2026 school year. **Strategy's Expected Result/Impact:** Increased retention rate Competitive compensation amongst surrounding districts Attract high quality candidates **Staff Responsible for Monitoring:** Deputy Superintendent **Problem Statements:** Demographics 2 **Funding Sources:** - Local Funds, - Title II, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strategy 2 Establish multiple pathways for employees to grow professionally and build capacity within the district by the 2025-2026 school year **Strategy's Expected Result/Impact:** Increased retention Increased opportunities for staff Increase in skilled, knowledgeable staff **Staff Responsible for Monitoring:** Human Resources Directors Employees' Respective Supervisors **Problem Statements:** Perceptions 8 **Funding Sources:** Opportunity Culture Stipends and paraprofessional reclassification - Title I, Part A - $14,000, Substitute teachers for teacher leaders in the district's learning to be a leader series - Local Funds - PIC 99 - $2,550				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Strategy 3 Improve the quality of relationships and customer experience for internal and external stakeholders across MISD campuses and departments., with an emphasis on leadership. **Strategy's Expected Result/Impact:** Increased retention rate Improved ratings year over year on climate survey Improved stakeholder experiences with MISD staff **Staff Responsible for Monitoring:** Human Resources Directors **Problem Statements:** Demographics 2 - Perceptions 6 **Funding Sources:** MISD People Experience training materials; funding for transportation department professional development at up to 5 hours per employee for the 2025-2026 school year - Local Funds - $12,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize virtual teachers to provide quality instruction for classes where there are teacher vacancies **Strategy's Expected Result/Impact:** Students will have a consistent, quality certified teacher to facilitate learning until the vacancy is filled by an in-person candidate **Staff Responsible for Monitoring:** Human Resources Director-Secondary **Funding Sources:** Funding for virtual teacher Contracted Services - Local Funds - 6299 - $200,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: According to the 2023-2024 Texas Academic Performance Report (TAPR), the 25% teacher turnover rate was higher than the State average of 19%. **Root Cause**: Teachers and leadership in the district have fewer years of experience than the state average which may result in the lack of sufficient support and guidance for teachers with 1-5 years of experience. Second, locally certified teachers comprise the largest percentage of the turnover rate.

Perceptions
Problem Statement 6: While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work. Additional comments provided show that an area of growth is stronger district leadership as it relates to customer service, connection to campuses, and communication. **Root Cause**: Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.
Problem Statement 8: Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively. **Root Cause**: Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average. Manor ISD 's compensation has historically lagged behind surrounding school districts and the district continues to face workplace perception disadvantages.

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

Performance Objective 2: Manor ISD will provide ongoing professional development for staff in classroom management, positive culture, lesson mastery, and instructional leadership.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers who are new to the profession and/or new to Manor will participate in professional development before all teachers return for training. All math teachers and reading/language arts teachers will receive training from Region 13 on research-based instructional strategies. **Strategy's Expected Result/Impact:** Identified teachers will attend Back to School professional development with an attendance rate of 90% or higher for the Region 13 RBIS training. **Staff Responsible for Monitoring:** Director of Academics				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers with less than one year of experience will participate in monthly professional development. **Strategy's Expected Result/Impact:** Identified teachers will attend monthly professional development with an attendance rate of 90% or higher as measured by attendance data. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Assessment				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers with one year or less will be partnered with a mentor teacher, and both will participate in monthly professional development. Mentor teachers will receive training on best practices for mentoring though a partnership with the University of Austin's Thrive initiative. **Strategy's Expected Result/Impact:** Identified teachers and their mentors will attend monthly professional development with an attendance rate of 90% or higher as measured by attendance data. **Staff Responsible for Monitoring:** Director of Academics. **Funding Sources:** Mentor Stipends - Title II, Part A - $20,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Campus administrators will participate in ongoing professional development focused on Instructional Leadership including monthly district instructional leadership meetings focused on the Texas Effective Schools Framework lever 5 with specific training and expectations to prioritize classroom observations and effective coaching feedback utilizing a simplified version of the MISD Instructional Absolutes and the Get Better Faster Rubric. Principals will calibrate and learn from each other by participating in classroom observations and debriefing sessions at host campus. Leadership coaching from district personnel, consultants, and through region 13 including Texas Instructional Leadership will support building leadership capacity. **Strategy's Expected Result/Impact:** Campus administrators will participate in ongoing professional development with an attendance rate of 90% or higher as measured by Principal Meeting and AP Meeting attendance data. Expected result will be increased campus leadership capacity to coach teachers to ensure high quality instruction is occuring in every classroom. **Staff Responsible for Monitoring:** CSO				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Instructional coaches and department chairs will participate in ongoing professional development focused on effective teacher observations and coaching in alignment MISD instructional absolutes, Texas Effective Schools Framework and the Get Better Faster Coaching Rubric. **Strategy's Expected Result/Impact:** Instructional coaches and department chairs will participate in ongoing professional development with an attendance rate of 90% or above as measured by ILT attendance data. Capacity of teachers to develop and deliver high quality instructional experiences will increase as evidenced in Classroom walkthroughs logged in Bullseye observational tracking system. **Staff Responsible for Monitoring:** Director of Academics				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Teachers on campuses identified as high priority will receive additional support utilizing a comprehensive support model developed and coordinated by the Manor ISD district Instructional Council including the curriculum team, Special Programs, MTSS, Whole Child department and I.T. **Strategy's Expected Result/Impact:** The development of teachers on highest priority campuses will be accelerated and improved through this just-in-time PD and support, resulting in improved student outcomes. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction **Funding Sources:** - Title II, Part A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Leadership will identify resources to address teacher needs as it relates to well-being, campus climate and culture. **Strategy's Expected Result/Impact:** Staff feels supported by leadership/the organization Staff has resources available to promote employee well-being Increased retention rates **Staff Responsible for Monitoring:** Department Supervisors Campus Principals Cabinet **Problem Statements:** Perceptions 8				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 8: Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively. **Root Cause**: Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average. Manor ISD 's compensation has historically lagged behind surrounding school districts and the district continues to face workplace perception disadvantages.

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

Performance Objective 3: By the end of 2026, the Human Resources team will complete at least three targeted professional development sessions focused on leadership development; their respective, unique job roles; HR team systems and processes; and HRIS platforms with 100% of team members applying their newly learned skills and knowledge building capacity to better support organizational goals.

High Priority

Evaluation Data Sources: Internal Professional Development Data Collection
Employee performance evaluations
Standard Operating Procedures accuracy

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Human Resources Staff engage in professional development to streamline interdepartmental processes and systems by June 2026 **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 Improved stakeholder satisfaction **Staff Responsible for Monitoring:** Human Resources Executive Director Human Resources Director **Problem Statements:** Perceptions 8 **Funding Sources:** Professional Development (virtual and in-person) - Local Funds - 6411 - $16,734				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 8: Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively. **Root Cause**: Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average. Manor ISD 's compensation has historically lagged behind surrounding school districts and the district continues to face workplace perception disadvantages.

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

Performance Objective 4: By 2026, Manor ISD will hire qualified Special Education staff and retain at least 75% annually, increasing retention to 90% by 2028 through targeted recruitment, professional development, and support strategies.

High Priority

Evaluation Data Sources: Staff Exit Surveys or Interviews
Collect qualitative data on why Special Education staff leave the district, helping inform retention strategies.

Professional Development Participation Records
Monitor attendance and completion of training or support programs to assess how professional growth opportunities may influence retention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of each school year, collaborate with Human Capital to recruit and hire highly qualified Special Education, Dyslexia, and 504 staff, ensuring 100% of new hires are trained in evidence-based instructional strategies to improve student outcomes. **Strategy's Expected Result/Impact:** An increased number of highly qualified Special Education, Dyslexia, and 504 staff who are proficient in evidence-based strategies, leading to improved instructional quality and better academic outcomes for students receiving these services. **Staff Responsible for Monitoring:** Executive Director of Special Programs **Results Driven Accountability** **Funding Sources:** - Local Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Improvement in in classroom management and student behavior; build capacity and skills of Educational Assistants and Associates **Staff Responsible for Monitoring:** Executive Director of Special Programs **Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $215,354.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

According to Finance, HB 2 changes this process and funds will be updated.

Title I

Descriptor 6: Services to Homeless Children and Youth

Manor ISD provides homeless children and youth support in enrollment, attendance, and academic success by referring students to wraparound services (mental, medical, dental, housing, financial, and social services) and assisting families in navigating enrollment applications/forms. The homeless liaison keeps close partnerships with local community programs and organizations so that homeless students in the district can be referred and supported. The LEA set aside $25,000 to support Mckinney-Vento students, based on funding requirements, needs assessment, and number of children identified. The program works to remove barriers to students accessing education, like clothing, food, and transportation. The homeless liaison along with district social workers, counselors, and parent liaisons provide students identified as McKinney-Vento with basic needs assistance and case management.
McKinney-Vento Progress Monitoring Spreadsheet

Descriptor 7: Parent and Family Engagement Strategy

All Title I campuses provide parents with a parent compact and parent involvement policy. In addition, each campus has a parent liaison to provide opportunities for families to engage in the school and with the school in the community.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Manor ISD has a CCMR team that works to ensure students are aware of their high school options. Each year we host a showcase for students and parents that highlights pathways to college, career, or military. Manor ISD has build a K-12 CCMR scope and sequence and will be working towards districtwide implementation over the next 2-years.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Manor ISD has regularly scheduled meetings with Austin Community College. We are working with them to increase early college access and dual/concurrent enrollment opportunities. In addition, we are working to add more articulated CTE courses and dual credit CTE courses. We used data from school counselors and BEABLE. Beable is a digital software system that helps students learn about themselves, their strengths, and career interests. Their patented software helps them find careers based on their career and personality.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may

incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

At this time we are using a digital curriculum provided by ICEV, a nationally recognized curriculum provider. All campus teachers follow the district instructional absolutes.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Manor ISD works with capital area workforce solutions and Boys and girls club. Both partners work to create opportunities for students to have internships or practicum experiences.

District Advisory Team

Committee Role	Name	Position
Parent	Veronica Zepeda-Andino	Parent
Campus Principal	Chelsea Young	Principal
Manor ISD District Staff	Dr. Tamey Williams-Hill	Deputy Superintendent
Parent	Jeremy Sheard	Parent
Classroom Teacher	Lauren Schaeper	Teacher
Classroom Teacher	Erica Rodriguez	Parent
Manor ISD District Staff	Patricia Reyes	Executive Associate
Classroom Teacher	Elia Reyes	Teacher
Parent	Muneka Nwoko	Parent
Campus Principal	Anastasia Mirelez	Principal
Classroom Teacher	Chace Levi	Teacher
Campus Counselor	Deborah Krawtz	Counselor
Classroom Teacher	Belinda Jimenez	Teacher
Campus Staff	Brenda Hernandez	Paraprofessional
Classroom Teacher	Jimmy Henson	Teacher
Classroom Teacher	Megan Beth Hedgecock	Teacher
Classroom Teacher	Maria Estella Flores	Teacher
Classroom Teacher	Alaina Fernandez	Teacher
Parent	Niccole Delestre	Parent
Parent	Emily Comstock-Gordon	Parent
Parent	Zenae Campbell	Parent
Classroom Teacher	Katrina Bays	Teacher
Manor ISD District Staff	Valerie Torres-Solis	Executive Director of Curriculum
Community Representative	Serena Hill	Community Representative
Campus Principal	Ralph Henley	Assistant Principal
Classroom Teacher	Natalie Anspaugh	Teacher
Manor ISD District Staff	Matthew Bentz	Chief of Schools Officer

Committee Role	Name	Position
Classroom Teacher	Maria Jaramillo Jaimes	Teacher
Classroom Teacher	Brenda Leonor Hopwood	Teacher
Classroom Teacher	Samantha Clark	Teacher
Classroom Teacher	Mamie Keith	Teacher
Classroom Teacher	Chelsie Sakaria	Teacher
Manor ISD District Staff	Robert Sormani	Superintendent of Schools
Classroom Teacher	Shamaya Jones	Teacher
Classroom Teacher	Michele Poenisch	Teacher
Manor ISD District Staff	Malaki Hawkins	Director of Student Affairs
Campus Principal	Leticia Jones	Principal
Classroom Teacher	Katrina Bays	Teacher
Classroom Teacher	Felix Diano	Teacher
Classroom Teacher	Christie Hardi	Teacher
Classroom Teacher	Annette Fretwell	Teacher
Manor ISD District Staff	Ricardo Venegas	Director of State & Federal Programs
Classroom Teacher	Maria Flores	Teacher
Classroom Teacher	Juanita Casanova	Teacher
Classroom Teacher	Shirisha Mukku	Classroom Teacher
Classroom Teacher	Cathy Pool	Teacher
Classroom Teacher	Ebony Gordley	Teacher
Community Representative	Nena Caderitas	Community Representative
Classroom Teacher	Hanan Mohamed	Teacher
Parent	Shanetra Miles	Parent
Parent	Shouneille Moore	Parent
Classroom Teacher	Casey Meitler	Teacher
Classroom Teacher	James Allen	Teacher
Classroom Teacher	Amanda Neal	Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Manor ISD Cabinet

District Funding Summary

AWARE Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Positivity Project & 7 Mindsets		$65,000.00
				Sub-Total	$65,000.00
				Budgeted Fund Source Amount	$150,000.00
				+/- Difference	$85,000.00

Bond Funds (I&S)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2	Installation of technology upgrades		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

Career & Technical (Carl Perkins)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	SchooLinks Platform		$70,000.00
				Sub-Total	$70,000.00
				Budgeted Fund Source Amount	$79,863.00
				+/- Difference	$9,863.00

IDEA-B Formula					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,565,251.00
				+/- Difference	$1,565,251.00

IDEA-B Preschool					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

IDEA-B Preschool					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$15,968.00
				+/- Difference	$15,968.00

Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$230,337.76
1	1	5			$135,430.00
1	5	3			$0.00
1	5	4			$0.00
1	6	1	Professional Development provided by Special Education and Curriculum Depts		$0.00
4	3	1	Local		$500.00
4	3	2			$500.00
4	5	1	sub coverage for PE teacher to meet with director to discuss new activities		$1,000.00
5	4	1	substitute coverage for nurses to help teach, & train the students and to support Director H&W to complete training		$960.00
6	1	1			$0.00
6	1	2	Substitute teachers for teacher leaders in the district's learning to be a leader series	PIC 99	$2,550.00
6	1	3	MISD People Experience training materials; funding for transportation department professional development at up to 5 hours per employee for the 2025-2026 school year		$12,500.00
6	1	4	Funding for virtual teacher Contracted Services	6299	$200,000.00
6	3	1	Professional Development (virtual and in-person)	6411	$16,734.00
6	4	1			$0.00
				Sub-Total	$600,511.76
				Budgeted Fund Source Amount	$23,034,162.00
				+/- Difference	$22,433,650.24

McKinney Vento (TEHCY)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

McKinney Vento (TEHCY)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$31,251.00
				+/- Difference	$31,251.00

Safety Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	9	1	Safety and Security Cycle Grants		$40,000.00
5	9	2	Equipment		$40,000.00
5	9	3	Supplies		$40,000.00
5	9	4			$40,000.00
5	9	5			$40,000.00
5	9	6			$40,000.00
				Sub-Total	$240,000.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	-$239,999.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Method Learning Platform, Mastery Prep		$110,000.00
1	4	2	Austin Community College Enrollment Fees & Costs		$450,000.00
3	1	1	Title 1		$1,500.00
3	2	1	Title 1 Part A		$1,500.00
4	1	1	Title 1 Homeless Reservation		$21,000.00
4	1	2	Title 1 Homeless Reservation		$21,000.00
6	1	2	Opportunity Culture Stipends and paraprofessional reclassification		$14,000.00
				Sub-Total	$619,000.00
				Budgeted Fund Source Amount	$119,177.00
				+/- Difference	-$499,823.00

Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	funding for Professional learning		$30,870.00
1	5	2	IBC testing curriculum and materials (exams, registrations, study guides)		$0.00
1	7	2	School Counselors		$0.00

Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1	Region XIII Cooperative		$12,000.00
6	1	1			$0.00
6	2	3	Mentor Stipends		$20,000.00
6	2	6			$0.00
				Sub-Total	$62,870.00
				Budgeted Fund Source Amount	$248,583.00
				+/- Difference	$185,713.00

Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$35,000.00
1	1	8			$10,000.00
				Sub-Total	$45,000.00
				Budgeted Fund Source Amount	$403,541.00
				+/- Difference	$358,541.00

Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	2	Curriculum Resources		$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$111,222.00
				+/- Difference	$107,222.00

TIMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	LASO 3 Grant funding, IMRA OER and SBOE funding sourcs		$278,914.00
1	2	5	LASO 3 funds totaling - $142,037.50		$142,037.50
				Sub-Total	$420,951.50
				Budgeted Fund Source Amount	$2,363,554.43
				+/- Difference	$1,942,602.93

Test					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	LASO 3 Grant funding - total support provided by Region 13 throughout the year		$515,000.00
3	3	1	Daybreak Contract	Powell Foundation Grant	$80,000.00
				Sub-Total	$595,000.00
				Budgeted Fund Source Amount	$80,000.00
				+/- Difference	-$515,000.00
				Grand Total Budgeted	$28,202,574.43
				Grand Total Spent	$2,722,333.26
				+/- Difference	$25,480,241.17

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Directors of Counseling & Guidance and Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025

Addendums

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.

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

Manor Independent School District

Student Code of Conduct

2025-2026

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 and date receipt. Your signature, in the manner required by the school district, acknowledges your understanding and agreement to the terms listed below.

I have read and understand the Manor Independent School District's Student Code of Conduct for the 2025-2026 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 completely off-campus, including certain electronic communications and postings, conduct that threatens the safety of other students or staff members, and any school-related misconduct, regardless of time or location. I understand that a referral for criminal prosecution is possible for certain violations of the law.

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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 Rick Bean, Executive Director of Special Programs

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/PolicyOnline/PolicyDetails?key=1150&code=FNG#localTabContent 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 an in-school suspension, out-of-school suspension, or DAEP placement decision shall end at their appointed designee. Through the 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, and/or forwarding any order of a disciplinary consequence to a future school in which a student enrolls.

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 authorized 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.
- For certain criminal offenses, regardless of time or location
- If the student is a registered sex offender.
- Conduct that threatens the safety of other students or staff members, regardless of the location

Searches

A student's clothing, personal property, electronic equipment, or method of transportation 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. School property used by the student, such as lockers, desks, or school-owned electronic equipment, may be searched when deemed necessary by the campus administration. 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 will 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 or other appropriate administrators 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.

- whether the conduct was motivated by antisemitism **(see definitions)**

When deciding to order a student to out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider, in addition to the factors above: (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.

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student of the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to: (1) participate in the assessment, either in person or remotely; and (2) submit to the team information regarding the student. After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

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 the 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 the interior and exterior of the 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 the same). Assist in developing and implementing school safety programs. Promote crime prevention and traffic safety programs. Stay informed of and comply with state, district, and campus policies that affect schools, including daily attendance, punctuality, and confidentiality. Assist other local law enforcement and fire agencies, as required or requested. Assist the school administration with investigating alleged criminal violations committed by students, as 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 as part of a team. Follow safety and security procedures. Other duties as assigned.

Discipline Management Techniques

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 or orders.
- 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.
- 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 and below are explicitly prohibited and will not be utilized.

The term "aversive technique" includes a technique or intervention that:

- (1) is designed to or likely to cause physical pain, other than corporal punishment administered in accordance with state law
- (2) is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks
- (3) involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face
- (4) denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility
- (5) ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse
- (6) employs a device, material, or object that simultaneously immobilizes all four extremities,

including any procedure that results in such immobilization known as prone or supine floor restraint

- (7) impairs the student's breathing, including any procedure that involves:
- (a) applying pressure to the student's torso or neck; or
- (b) obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face
- (8) restricts the student's circulation
- (9) secures the student to a stationary object while the student is in a sitting or standing position
- (10) inhibits, reduces, or hinders the student's ability to communicate
- (11) involves the use of a chemical restraint
- (12) constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or
- (13) deprives the student of the use of one or more of the student's senses, unless the technique is executed in a manner that:
- (a) does not cause the student discomfort or pain; or
- (b) complies with the student's individualized education program or behavior intervention plan

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 previously 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.
- Hitting, pushing, or attempting to hurt another student in any way
- 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, making racial comments to another student or employee, 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.

- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older created by using A.I. 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 on or off campus, using the Internet or other technology resources, including messaging apps, postings, or any kind of social media.

- Engaging in oral or written threats of any kind of violence, violent acts, or harm to another student or staff member, whether or not such threats are meant to be taken seriously.

- Preparing a hit list **(see definitions)**.

- Wrongfully obtaining and using another person’s identifying information or personal data without permission.

- Hazing **(see definitions)**.

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

- 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, vials, cartridges, or “pens” with liquid or any other types of material for use in such devices
- Using Artificial Intelligence (A.I.) in any way that harms other students, disrupts school operations, or otherwise violates provisions of this code of conduct or the District's Acceptable Use Policy
- Fireworks or any other pyrotechnic device.
- Smoke or stink bombs.
- 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, including material created by A.I.
- 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.
- Electronic games, iPads, MP3 players, stereo head sets, ear pods, air pods, or any other electronic equipment for other than approved use
- Using, displaying, or having in operational mode a cellular telephone or telecommunications device **(see definitions)** at school during the school day, including using a cellular telephone to film other students and/or District employees.

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.
- Committing criminal mischief with damage in an amount less than $2500.
- 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, hoaxes, or jokes regarding threats to other students and/or 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.

- Using the name, persona, or image of a student, District employee, or volunteer to create a web page or social media account or post one or more messages on a website or social media account without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.

- Using email, websites, social media, messaging apps, 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 or social media accounts

- Using A.I. in any way that harms other students, disrupts school operations, or otherwise violates provisions of this code of conduct or the District's Acceptable Use Policy.

- Using Artificial Intelligence on any kind on any school assignment or assessment, unless explicitly authorized by the instructor of the class

- 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 or when such conduct is school-related and/or falls under the jurisdiction of the school, as described at the beginning of this SCC

Failure to Follow Rules

- 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 show, provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.
- 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, use of A.I. to complete assignments, 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.

Other Misconduct

- 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.

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:

- Follow the driver's rules for food or beverages
- Enter and exit transportation in an orderly manner at the designated stop
- Do not extend any body part, clothing, or other article outside of the transportation
- Remain seated in designated seats facing forward
- Keep hands, feet, other body parts, or objects to yourself
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Refrain from making loud or distracting noises
- Comply with lawful directives issued by the driver
- Do not obstruct the driver's view
- Do not throw objects inside the transportation or out of the windows or doors
- Follow the driver's rules for food or beverages
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment
- 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 repeatedly interferes with the teacher’s communication or student learning
- The student demonstrates behavior that is unruly, disruptive or abusive toward the teacher, another adult, or another student
- The student engages in conduct that constitutes bullying as defined by law

A teacher may remove a student from class based on a single incident of behavior described above. 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, the teacher must also be given an opportunity to participate, and a return to class plan must be discussed. 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

The principal may not return the student to the teacher's class without the teacher's written consent unless the Placement Review Committee determines that such placement is the best or only alternative available, a conference is held within three school days of the removal in which the teacher has been provided an opportunity to participate, and a return to class plan has been prepared for that student. The return to class plan must be created before or during the conference and discussed at the conference. At the conference, the principal or other appropriate administrator must notify the student and parent of the right to appeal the removal. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

A student may appeal the student's removal from class under this section to the placement review committee or to the campus's threat assessment and safe and supportive school team established in accordance with state law, as determined by board policy.

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-School Suspension (ISS)

Reasons for ISS

Students may be placed in ISS for any misconduct listed in any category of the SCC. ISS assignments are not subject to any time limit.

A student who possesses or uses an e-cigarette **(see definitions)** and who is not placed in a disciplinary alternative education program for the first-time offense, must be placed in in-school suspension for a period of at least 10 school days.

Procedure for ISS

The student will be informed of the reason for placement in ISS and be given an opportunity to respond. While in ISS the student will complete assignments from his or her teacher, and the campus administrator may place restrictions on the student's participation in school-sponsored or school-related activities.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date the ISS placement begins in order to evaluate the educational progress of the student and to determine if continued ISS is appropriate. If the principal or other appropriate administrator determines that continued ISS is appropriate, he or she shall document the determination.

Notice for ISS

On the day the consequence is assigned, the campus behavior coordinator or other appropriate administrator will 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 that same day. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on that day, written notice will be sent to the parent's/guardian's last known address, via mail or electronically. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing the ISS discipline consequence.

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.

Notice for OSS

On the day the consequence is assigned, the campus behavior coordinator or other appropriate administrator will 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 that same day. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on that day, written notice will be sent to the parent's/guardian's last known address, via mail or electronically. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing the OSS consequence.

Upon receiving a written request from a student's parent or guardian, the principal or other appropriate administrator may, at his or her sole discretion, reassign a student placed in out-of-school suspension to ISS if the student's parent or guardian demonstrates through supporting information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. If the administrator decides on ISS instead, the alternative placement may be used only in extenuating circumstances and may not be used as a routine replacement for out-of-school suspension. The school district shall maintain documentation of each such reassignment, including the parent's request, the reason for the parent's unavailability, and all supporting information and documentation.

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.

The District will provide a student placed in ISS with appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program and continue to have an opportunity to progress in the general curriculum.

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, engages in conduct that threatens the immediate health and safety of other students in the classroom, engages in documented conduct that results in repeated or significant disruption to the classroom, or 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, engages in conduct that threatens the immediate health and safety of other students in the classroom, engages in documented conduct that results in reapeated or significant disruption to the classroom, or 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. Subject to the requirements of Texas Education Code, Section 37.009 (a), 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 a controlled substance **(see definitions)** or a dangerous drug **(see definitions)**, in any amount not punishable as a felony.
- Sells, gives, or delivers to another person an e-cigarette **(see definitions)**.
- Sells, gives, delivers, possesses, uses, is under the influence of an alcoholic beverage or commits a serious act or offense while under the influence of an alcoholic beverage.
- Possesses, uses, sells, gives, or delivers to another person an e-cigarette **(see definitions)**.
- Possesses or uses an e-cigarette **(see definitions)** other than a first-time offense.
- 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)**.
- 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 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, aggravated robbery, deadly conduct, disorderly conduct involving a firearm, or unlawfully carrying weapons as defined by the Penal Code **(see definitions)** 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.
- Engages in the criminal offense of harassment as defined by law **(see definitions)** against any school employee or volunteer.
- Engages in the criminal offense of retaliation as defined by law **(see definitions)** against any school employee or volunteer.
- 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.

Reasons for Discretionary DAEP Placement

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:

Possessing or using an e-cigarette **(see definitions)** for a first-time offense

- Committing any offense included in the list of "General Types of Prohibited Misconduct" in this SCC.
- Engaging in persistent **(see definitions)** misbehavior that violates this SCC.
- Engaging in criminal mischief if the damage is less than $2500.
- Engaging in conduct that contains the elements of the offense of disruptive activities as defined by law **(see definitions)**
- Engaging in conduct that contains the elements of the offense of disruption of classes as defined by law **(see definitions)** unless the student is younger than 12 years of age at the time of the offense.

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.

- 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:

- A student who is a registered sex offender **(see definitions)** and who is not under any form of court supervision may be placed in DAEP at the discretion of the District. A student who is a registered sex offender and who is not under any form of court supervision, may 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 if 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.

On placement of a student in a disciplinary alternative education program, the school district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under the Texas Education Code, Section 29.004.

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. All DAEP placements will result in placement for up to 60 school days.

If the DAEP is at capacity at the time a DAEP placement decision is made for a student who engaged in conduct related to marijuana, a vape, alcohol, or an abusable chemical, the student shall be:

- (1) placed in in-school suspension; and
- (2) if a position becomes available in the DAEP program before the expiration of the placement period, transferred back to the DAEP for the remainder of the placement order.

If the DAEP is at capacity at the time a DAEP decision is made for a student who engaged in conduct described under Section 37.007 that constitutes violent conduct, as defined by commissioner rule or administrator discretion in the absence of commissioner rule, a student who has been placed in the program for conduct related to marijuana, a vape, alcohol, or an abusable chemical:

- (1) may be removed from the DAEP and placed in in-school suspension to make space in the DAEP available for the student who engaged in violent conduct; and
- (2) if removed from the DAEP for this reason, shall be returned to the DAEP if space becomes available prior to the end of the placement period.

Successful completion of school days will be determined at the discretion of the District. 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 of one semester. Registered sex offenders who are not under any form of court supervision but who are assigned to DAEP must serve a length of placement to be determined by the Campus Behavior Coordinator or other appropriate administrator.

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. At the end of the first semester of DAEP placement, a review committee will determine by majority vote and recommend to the appropriate administrator whether the student should remain in DAEP or be returned to the regular classroom. The appropriate administrator 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, the appropriate administrator 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.

Other DAEP Issues

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 Extracurricular 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 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 the provision of information to the student's parent or person standing in parental relationship to the student about the process to request a full individual and initial evaluation of the student for purposes of special education services under Texas Education Code, Section 29.004. The transition plan 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; 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. Students assigned to DAEP in another Texas district, a Texas open-enrollment charter school, or an out-of-state school district at the time of enrollment into the District will be placed into the District's DAEP to complete the term of their DAEP placement. 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 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.

Policy for Parental Involvement in School Disciplinary Placements

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent or legal guardian of a student who has been placed in DAEP or expelled of the parent's right to request that a behavioral agreement be developed, specifying the responsibilities of the parent and student. If such a behavioral agreement is developed and the student and the parent comply with the terms of the agreement, the campus will offer a reduction in the period of the disciplinary placement imposed on the student. If the period of a disciplinary placement is reduced as a result of the agreement, such agreement does not entitle the student to a different disciplinary placement. Any reduction in the period of a disciplinary placement is at the sole discretion of the principal, campus behavior coordinator, or other appropriate administrator and may be revoked or amended at any time if the student or the parent fails to comply with the terms of the behavioral agreement. A behavioral agreement developed under this policy must include, in writing, the specific reduction in the period of the student's disciplinary placement with which the student will be credited if the student and the parent comply with the terms of the behavioral agreement. When developing a behavioral agreement, the school district shall consider the model behavioral agreement created by the Texas Commissioner of Education.

Expulsion

Reasons for Mandatory Expulsion

A student must be expelled for any of the following misconduct, regardless of whether the conduct occurs on or off school property:

- Engages in conduct that contains the elements of unlawfully carrying weapons under the Penal Code **(see definitions)** or the elements of carrying prohibited weapons under the Penal Code **(see definitions)**.

- Possesses or uses a handgun on or about his or her person **(see definitions)**.

- Engages in conduct that contains the elements of exhibiting, using, or threatening to exhibit or use a firearm under the Penal Code **(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 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, 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) kidnapping, (10) aggravated kidnapping, (11) burglary, (12) robbery, (13) aggravated robbery, (14) manslaughter, (15) criminally negligent homicide, or (16) continuous sexual abuse of a young child or children.

- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substance **(see definitions)** or a dangerous drug **(see definitions)**, if the behavior is punishable as a felony.

- Engages in conduct that contains the elements of assault under Section 22.01(a)(1), Penal Code **(see definitions)**, against a school district employee or volunteer.

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

Reasons for Discretionary Expulsion

While in DAEP. A student may be expelled for engaging in documented serious misbehavior as 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 a controlled substanceor a dangerous drug, if the conduct is not punishable as a felony.

- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana **(see definitions)** or tetrahydrocannabinol **(see definitions)**.

- Sells, gives, delivers, possesses, uses, or is under the influence of an alcoholic beverage or commits a serious act or offense while under the influence of an alcoholic beverage.

- Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals **(see definitions)**.

- 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)**.

* 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.

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:

- 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)**,

- is charged with engaging in a Title 5 felony offense,
- receives 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,
- is 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;

A student may be expelled to an alternative setting for the offenses listed above when the appropriate 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; 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 150 school days.

School days counted towards completion of the expulsion term will be determined at the discretion of the District. 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 necessary to provide a free appropriate public education under IDEA.

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 who 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 continue the expulsion of students expelled from either another Texas school district or from an out-of-state school district for behavior that is also a reason for expulsion in the enrolling district, until the term of expulsion has been served. If the out-of-state expulsion exceeds one year, the District will reduce the period of the expulsion so that the total expulsion 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 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.

Virtual Expulsion Program

The principal or other appropriate administrator may place a student who has been expelled under Texas Education Code, Sections 37.007 or 37.0081 into a virtual expulsion program established by the district and provide virtual instruction and instructional materials for remote learning to the student only if:

(1) the school district is located in a county that operates a JJAEP program or the school district contracts with the juvenile board of another county for the provision of a JJAEP, and the JJAEP rejects admission of the student or returns the student before the expiration of the discipline assignment; or

(2) the school district is not located in a county that operates a JJAEP and does not contract with the juvenile board of another county for the provision of a JJAEP.

If the principal or other appropriate administrator places a student in a virtual expulsion program under this section, the District shall ensure that the student has suitable computer equipment and Internet access and provide the computer equipment and Internet access if necessary.

A school district must ensure that, to the extent practicable in a virtual setting, the district's virtual expulsion program complies with the requirements for a DAEP under Section 37.008.

The principal or other appropriate administrator shall review the placement of a student in a virtual expulsion program under this section at least once every 45 school days after the date the placement begins, in order to determine if continued placement in the program is appropriate. The review must consider whether a position for the grade level in which the student is enrolled has become available in an in-person setting. If the principal or other appropriate administrator determines that such a position has become available, the school district shall plan for the student's transition to an in-person setting as soon as practicable. If the principal or other appropriate administrator determines that continued placement is appropriate, the principal or other appropriate administrator shall document the determination.

A student placed in a virtual expulsion program shall be counted toward the District's average daily attendance for purposes of receipt of state funds under the Foundation School Program if the District can confirm the student's daily attendance in the virtual expulsion program.

A school district may not require a teacher who provides virtual instruction to students in a virtual expulsion program to provide virtual instruction and in-class instruction for a course during the same class period. A teacher may not provide instruction for a virtual expulsion program course unless the teacher has completed a professional development course on virtual instruction. The District shall take attendance for students placed in a virtual expulsion program in accordance with rules adopted by the Commissioner.

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.

ANTI-SEMITISM: A certain perception of Jews that may be expressed as hatred toward Jews, including rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities.

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.

CARRYING PROHIBITED WEAPONS: Intentionally or knowingly possessing, manufacturing, transporting, repairing, or selling prohibited weapons, as defined by law.

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, specifically a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act.

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.

DISORDERLY CONDUCT INVOLVING A FIREARM: Discharging a firearm in a public place other than a public road or a sport shooting range or displaying a firearm or other deadly weapon in a public place in a manner calculated to alarm others.

DISRUPTION OF CLASSES: Intentionally disrupting the conduct of classes within 500 feet of school property, alone or in concert with others. Disrupting the conduct of classes or other school activities includes: (A) emitting noise of an intensity that prevents or hinders classroom instruction; (B) enticing or attempting to entice a student away from a class or other school activity that the student is required to attend; (C) preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend; and (D) entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupting class activities.

DISRUPTIVE ACTIVITY: Intentionally engaging in disruptive activity on the campus or property of any private or public school, alone or in concert with others. Disruptive activity is defined as: (1) obstructing or restraining the passage of persons in an exit, entrance, or hallway of a building without the authorization of the administration of the school; (2) seizing control of a building or portion of a building to interfere with an administrative, educational, research, or other authorized activity; (3) preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur; (4) disrupting by force or violence or the threat of force or violence a lawful assembly in progress; (5) obstructing or restraining the passage of a person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats of force or violence the ingress or egress of a person to or from the property or campus without the authorization of the administration of the school.

E-CIGARETTE: "E-cigarette" means an electronic cigarette or any other device 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. The term does not include a prescription medical device unrelated to the cessation of smoking. The term includes 1) a device described by the statute regardless of whether the device is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description, and 2) any component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

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 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, a peace officer, or a law enforcement agency. 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.

MARIJUANA: The plant Cannabis sativa L., whether growing or not, the seeds of that plant, and every compound, manufacture, salt, derivative, mixture, or preparation of that plant or its seeds.

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 Code § 46.05.

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 Teas 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).

TETRAHYDROCANNABINOL (THC): The primary psychoactive component of the cannabis plant. A THC concentration of .3% or greater is prohibited in Texas.

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.

UNLAWFULLY CARRYING A WEAPON: Intentionally, knowingly, or recklessly carrying a handgun, in plain view, on or about his or her person, not on the person's own premises or inside of or directly en route to a motor vehicle or watercraft that is owned by the person or under the person's control or the person is engaged in criminal activity.

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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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. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. 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;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. 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;
8. 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;
9. 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.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

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]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

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.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
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	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. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine 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.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.