Manor Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated

Board Approval Date: October 22, 2024
Public Presentation Date: October 22, 2024

Mission Statement

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

Vision

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

Core Beliefs

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Independent School District, categorized as a major suburban community district, covers 100 square miles and serves families in the Austin, Manor, and Elgin communities. The district is a unique blend of urban east Austin and rural Travis County, which features high-tech leaders such as Samsung and Applied Materials to miles of undeveloped farmland. Manor ISD currently has two high schools (one of which is split into three different programs), one alternative high school, three middle schools, and 9 elementary schools. Nine of Manor ISD's campuses are Title I campuses.

STUDENTS:

Manor ISD served 9,685 students based on the 2023-24 fall PEIMS snapshot. Student enrollment is 64 Hispanic/Latino students, 21% African American students, 6% White students, 5% Asian students, 3% students with two or more races, 30 (0.32%) American Indian/Alaskan Native and Hawaiian/Pacific Islander students. 68% of students are coded as Economically Disadvantaged.

Students enrolled in special programs comprised 45% Emergent Bilingual students, 10% Gifted/Talented students, and 11% Special Education students. During the 23-24 school year, Manor ISD has experienced a 5.4% growth in students and as of September 2024 are close to breaking 10,000 students.

The Board of Trustees approved a new compensation plan for 2023/2024 which placed Manor ISD in the top 25% of market comparison for districts of similar size in the area.

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

Bilingual certified teacher positions have been difficult to fill as candidates are in high demand across the state. Manor ISD offers a $7,500 stipend for bilingual certified teachers of record and $5,000 for bilingual certified interventionists, instructional coaches, literacy coaches, LSSPs, and SLPs who provide 100% of their support directly to bilingual education students. Special Education positions are also difficult to fill, causing an extended amount of contract services to fill staffing positions. The Special Education department has a shortage of evaluation staff, causing an ongoing increase in caseload.

Demographics Strengths

Manor has a rich and diverse population, with strong cultural values in a community that is supportive and accepting of diverse opinions and cultures. Our diversity in leadership, in

families, and in our students helps us to understand the growing diversity in the United States in ways that other school districts are just beginning to grasp. 37 different languages are represented across our district, and they bring experience and rich context with them as we learn and grow together. Additionally, the ethnicity breakdown of the Gifted and Talented student population is approaching the ethnicity breakdown of the district's student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (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): Teachers and leadership in the district are less experienced than the state average. **Root Cause:** The teacher turnover rate is 24% (hand calculated)

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): 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

Student Learning Summary

[MISD STAAR grades 3-8: 2023 - 2024 comparison](#)

[Algebra 1, Biology, US History data spring 23, spring 24](#)

Istation Lectura Data includes Spanish Assessment ALL Scholars in Spanish At or Above Grade Level	EOY 2023 - 2024	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
Kinder	34%	64%	46%	52%	58%
1st Grade (+3)	39%	62%	49%	54%	59%
2nd Grade (+3)	35%	41%	47%	53%	59%
3rd Grade (+7)	17%	37%	31%	38%	45%
4th Grade (+7)	25%	32%	39%	46%	53%
5th Grade (+3)	50%	53%	56%	59%	62%
IStation Data includes English Assessment with Spanish testers pulled out At or Above Grade Level	**EOY 2023 - 2024**	**EOY 2024 - 2025**	**EOY 2025 - 2026**	**EOY 2026 - 2027**	**EOY GOAL 2027 -2028**
Kinder (+7)	33%	40%	47%	54%	61%
1st Grade (+6)	38%	44%	50%	56%	62%
2nd Grade (+6)	37%	43%	49%	55%	61%
3rd Grade (+5)	43%	48%	53%	58%	63%
4th Grade (+5)	38%	43%	48%	53%	58%
5th Grade (+5)	47%	52%	57%	62%	67%

i-Ready Math Data % On or Above Grade Level (English)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 2.1	Kindergarten	65%	70%	75%	80%	85%
GPM 2.2	1st Grade	34%	40%	46%	52%	58%
GPM 2.3	2nd Grade	31%	38%	45%	52%	59%
GPM 2.4	3rd Grade	39%	45%	51%	57%	63%
i-Ready Math Data % On or Above Grade Level (Spanish)		**EOY 2023 - 2024 (Baseline Score)**	**EOY 2024 - 2025**	**EOY 2025 - 2026**	**EOY 2026 - 2027**	**EOY GOAL 2027 -2028**
GPM 2.1	Kindergarten	55%	60%	65%	70%	75%
GPM 2.2	1st Grade	27%	34%	41%	48%	55%

	Manor ISD HB3 Literacy Goals Dual Language Program									

s Istation Spanish Assessment (Dual Language Only) & English Assessment (Dual Language only)

	EOY 2023 - 2024		EOY 2024 - 2025		EOY 2025 - 2026		EOY 2026 - 2027		EOY 2027 -2028	
...anguage	SPAN	DL ENG	SPAN	DL ENG	SPAN	DL ENG	SPAN	DL ENG	SPAN	DL ENG
...ng +4)	34%	17%	40%	21%	46%	25%	52%	29%	58-60%	33%
...ng +4)	39%	23%	44%	27%	49%	31%	54%	35%	59-60%	39%
...ng +4)	35%	35%	41%	39%	47%	44%	53%	48%	59-60%	52%
...ng +7)	17%	25%	24%	32%	31%	39%	38%	46%	45%	53%

The following data comes from the online TAPR system, the [Texas Performance Reporting System](#).

Class of 2023 CCMR Results

	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)
2023 % Students Meeting CCMR	62%	61%	61%	68%	0%	85%
2023 # Students Meeting CCMR	431	87	280	27	0	23
2023 Total Students	694	142	459	40	1	27

Student Learning Strengths

Academic Strengths

Biology and US History achievement was higher than other subject areas. Fifth grade math was above 50% pass rate.

College, Career and Military Readiness Strengths

CCMR in Manor is at 62%. 85% of the high school students receiving special education services met at least one CCMR indicator. 68% of the high schools students receiving language support (emergent bilingual support) met at least one CCMR indicator.

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 homeless 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): Teachers and leadership in the district are less experienced than the state average.   **Root Cause:** The teacher turnover rate is 24% (hand calculated)

Problem Statement 6 (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.

District Processes & Programs

District Processes & Programs Summary

Teacher Recurring 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. However, teacher turnover was 24%.

Financial Systems

Manor ISD has been facing financial challenges since Storm Uri back in 2022-23. During this year the district declared and adopted about 9 additional emergency M&O tax pennies, which resulted in $30MM (+52%) new revenue. Student ADA decreased by 182 during this year. As a result of our current state funding and recapture formulas, state funding for the District decreased approximately $15MM (-50%), and since property values increased about 20%, Manor ISD became a Chapter 49 district for the first time and had to pay $10.2MM in Recapture back to the state, thus increasing the operating expense budget by 10%. Moreover, due to ESSER funding expiring the following year, the district rolled over various grant funded salaries into the general operating fund, in addition to also increasing other general operating areas, which resulted with a net increase of $12.4MM (+25%) to the general operating budget, and thus initiating the general fund balance downward spiral. This is the District's third consecutive year with a declining general fund balance.

To address the budget issue, the District is currently proposing a VATRE of $0.03 additional M&O tax pennies to maximize its 8 golden tax pennies allowed. This will generate about $3.5MM in new M&O revenue. Chapter 49 Recapture will not be increased, as the three (3) new golden pennies are not subject to recapture. Moreover, the district will also need to reduce its operating budget between $13-15MM to balance the operating budget, improve its cash flow position and build its 65-days required operating reserve. In order to meet current 2024-25 cash flow demands, the District will borrow $8MM to be paid off in less than a year. In anticipation of negative cash flows in the upcoming 2025-26 school year, the District will adopt the following fiscal strategy:

Revenue Anticipation Notes - The District may issue fixed or variable rate tax and revenue anticipation notes that allow the District to meet its cash flow requirements. However, the District shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet expenditures.

Compensation

Compensation is an ongoing item that requires monitoring and maintenance. Manor ISD now monitors and adjusts annually using the TASB Compensation Audit.

Climate and Culture

Manor ISD is addressing climate and culture concerns via multiple channels. We consistently administer a biannual staff survey. The results are monitored and compared to previous surveys, with plans crafted to adjust and close identified gaps.

Human Capital

A significant human capital need is to recruit and retain appropriately certified bilingual educators. Manor ISD is planning to offer incentives to recruit and retain these educators. This includes proposing significant changes to recruiting and retaining bilingual teachers. We are hiring teachers from Spain through the Region 13 program.

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, an International Baccalaureate pathway, and an award-winning Fine Arts pathway. Additionally, the secondary programs are growing strengthening options for students, including Manor Early College High School, and certificate pathways through Career and Technical Education. In the summer of 2019, the Board of Trustees approved a district-wide increase in salaries of between 4%-7%.

One particular strength of Manor ISD is found in the equity of our Gifted Identification program. While the state of Texas continues to widen the gap of disparity between majority populations and minority populations in identifying and serving gifted students, Manor ISD has achieved equity (calculated using the relative difference in composition index) for Hispanic and African American students. 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. In the 2020-2021 school year we will be offering this bilingual program at three campuses in grades KG and 1st grade.

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students identified as homeless 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): Teachers and leadership in the district are less experienced than the state average.   **Root Cause:** The teacher turnover rate is 24% (hand calculated)

Problem Statement 6 (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 7: 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.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

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

Educational Programs Include but are not limited to:

Fine Arts Schools: 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.
International Baccalaureate Schools:Bluebonnet Trail ES--A focus on creating global citizens with strong worldwide views and perspectives.

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: 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 2 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: Students identified as homeless 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: Teachers and leadership in the district are less experienced than the state average.
Root Cause 3: The teacher turnover rate is 24% (hand calculated)
Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs

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: Staff expressed concerns with leadership greater than 30% in some departments and campuses.
Root Cause 5: There has not been a systematic approach for developing leaders in Manor ISD.
Problem Statement 5 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)
- 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 22, 2024

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 32% in 2025 and 53% by 2028.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Elementary students will utilize digital platforms that screen and provide adaptive literacy practice for scholars.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment **Funding Sources:** - TCLAS Decision 8 - $170,310				

Strategy 2 Details	Reviews			
Strategy 2: Secondary students will utilize digital platforms that screen and provide adaptive literacy practice.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment **Funding Sources:** - TCLAS Decision 8 - $68,517				

Strategy 3 Details	Reviews			
Strategy 3: Utilize High-Quality Instructional Materials (HQIM) in all K-5 classrooms.	**Formative**			**Summative**
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:** Executive Director of Curriculum, Instruction, and Assessment **Funding Sources:** - Local Funds - $230,337.76	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Ensure that 100% of Kindergarten through third-grade teachers participate in the HB3 Reading and Biliteracy Academies.	**Formative**			**Summative**
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:** Executive Director of Curriculum, Instruction, and Assessment **Funding Sources:** - Local Funds - $38,571.30	**Oct**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide literacy acceleration support to scholars through tutoring targeting schools with the highest need. Majority of tutoring will take place during the instructional day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth via their BOY, MOY, and EOY diagnostic screeners. **Staff Responsible for Monitoring:** Executive Director of CIA	**Oct**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
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.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**June**

Strategy 7 Details				Reviews			
Strategy 7: The district will employ two 100% Dual Language Coordinators and one ESL Secondary Coordinator to deliver professional development on Dual Language, ESL, and Sheltered Instruction strategies to support Emerging Bilinguals in improving their language, literacy, and content learning.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: PK-12th grade teachers will improve their instructional delivery to support an increase in Emergent Bilingual scholar achievement. **Staff Responsible for Monitoring:** Multilingual Education Director **Funding Sources:** - Title III, Part A - $258,088							

Strategy 8 Details				Reviews			
Strategy 8: Improve Tier I instruction and educational access for Emergent Bilingual scholars by enhancing the quality and quantity of language and literacy resources in dual language and ESL classrooms.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Bilingual teachers in Manor ISD will be better equipped to support Tier 1 instruction, resulting in emergent bilingual student achievement on formative and summative assessments. **Staff Responsible for Monitoring:** Multilingual Education Director **Funding Sources:** - Title III, Part A - $15,000							

Strategy 9 Details				Reviews			
Strategy 9: Provide Emergent Bilingual scholars with supplemental curriculum and sheltered instructional support to increase the quality and quantity of language acquisition across the four language domains.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
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:** Multilingual Education Director **Funding Sources:** - Title III, Part A - $10,000							

Strategy 10 Details				Reviews			
Strategy 10: Provide supplemental parent, family, and community outreach on Dual language programming in the form of "platicas" community meetings, professional learning, and family literacy to promote family/school partnerships and increase Emergent Bilingual scholar achievement.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Families will gain a better understanding of district dual-language programming and the benefits of multilingualism, as well as education and community resources to support math and reading at home, increasing their child's academic engagement and success. **Staff Responsible for Monitoring:** Multilingual Education Director **Funding Sources:** - Title III, Part A - $5,000							

0% No Progress   100% 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 26% in 2025 and 47% by 2028.

> **HB3 Goal**

Strategy 1 Details	Reviews			
Strategy 1: Utilize High-Quality Instructional Materials (HQIM) in all K-5 classrooms. Ensure that 80% of teachers receive training on the use of HQIM by the end of the first semester. Track utilization progress through monthly walk-through observations where teachers use the identified HQIM effectively in 80% of their lessons.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool.
    Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, & Assessment
 	
    Funding Sources: - TIMA - $88,714.64, - Local Funds - $99,604.86				

Strategy 2 Details	Reviews			
Strategy 2: All campuses will integrate elements of conceptual mathematical instruction into daily instructional lessons to build mathematical understanding and provide enrichment/acceleration opportunities, as measured by monthly observations and student assessment data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of students will demonstrate growth from BOY to EOY on identified mathematics diagnostic tool **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, & Assessment				

Strategy 3 Details	Reviews			
Strategy 3: Students will utilize digital platforms that screen and provide adaptive mathematics practice for scholars. Students will demonstrate a 6% improvement in composite mathematics scores.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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: Executive Director of Curriculum, Instruction, & Assessment
 	
    Funding Sources: - TCLAS Decision 8 - $252,661.50				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. **Staff Responsible for Monitoring:** Executive Director of CIA				

0% No Progress   100% 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 - 85%, Class of 2027 - 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			
Strategy 1: Increase student access to practice assessments				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student participation and scores				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of CIA				N/A			
Strategy 2 Details				**Reviews**			
Strategy 2: Purchased and provide digital and paper resources for students to improve performance on TSI, ACT, and SAT				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student performance on standardized tests				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of CIA				N/A			
Strategy 3 Details				**Reviews**			
Strategy 3: Work with high schools to enroll more students in both college prep english and college prep math				**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will meet TSI and CCMR criteria				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Counseling and Guidance				N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 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.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: experiences, networking, camaraderie, and extra-curricular opportunity for students considering a career in the military. Will ensure that students interested in career in military learn about and prepare for enlistment to ensure success. **Staff Responsible for Monitoring:** CSO	N/A			

0% No Progress   100% 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=40%, Class of 2026=45%, Class of 2027=50%, Class of 2028=55%

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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					

Strategy 2 Details		Reviews			
Strategy 2: The Department of Counseling and Guidance in partnership with Austin Community College will increase enrollment in academic dual credit courses' opportunities at the high school level.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of college readiness. **Staff Responsible for Monitoring:** Director of Counseling and Guidance					

Strategy 3 Details		Reviews			
Strategy 3: Support Master schedule training and collaborate to improve master scheduling processes at Manor High School to increase student access to dual credit courses		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: More students will have access to dual credit classes CCMR indicator for dual credit courses will increase **Staff Responsible for Monitoring:** Director of Counseling & Guidance and Director of CTE & Innovation		N/A			

0% No Progress	100% 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 5: 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 3.3 The percentage of graduates that receive an Industry Based Certificate will increase from 32% to 55% by the class of 2028.
GPM 3.3 Annual Targets: Class of 2024=35% (9%), Class of 2025=40%, Class of 2026=45%, Class of 2027=50%, Class of 2028=55%

High Priority

HB3 Goal

Strategy 1 Details	Reviews			

Strategy 1: The CTE department will collaborate with ACC and industry partners to increase number of staff meeting adjunct professor eligibility requirements for workforce dual credit courses.
    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
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

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
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Centralize an internal tracking process for students with IEPs to ensure active participation in student course planning, transition planning, and postsecondary goal development by the end of the 2024-2025 school year.
    Strategy's Expected Result/Impact: Students with IEPs, age 14 and above, will have measurable postsecondary goals in the areas of employment, education/training, and independent living. This will result in increase compliance with state performance plan indicators.
    Staff Responsible for Monitoring: executive director of special programs
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Prioritize training for all related special education campus personnel and administrators to ensure proper participation of CTE representatives during ARD meetings, and ensure proper procedures and documentation of input from CTE representatives who were not in attendance during the ARD meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Manor ISD will have 100% compliance with regard to Properly Constituted ARDS, and CTE enrollment for students with IEPs will increase. **Staff Responsible for Monitoring:** executive director of special programs	15%			

0% No Progress   100% 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 6: 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 will increase to 22% by 2025 and 45% by 2028.

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			
Strategy 1: Provide collaborative and inclusive training to general education content teachers, inclusion teachers, and specialized classroom teachers in the area of IEP development with specific emphasis on present levels of academic achievement and functional performance (PLAAFP).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive director of special programs	N/A			
Results Driven Accountability				

Strategy 2 Details	Reviews			
Strategy 2: Implement universal system for IEP distribution, and a system for folder checks and classroom visits to monitor IEP implementation	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Walkthroughs Folder monitor checks forms **Staff Responsible for Monitoring:** executive director of special programs	N/A			
Results Driven Accountability				

0% No Progress	100% 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 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			
Strategy 1: Use the SchooLinks postsecondary platform in grades 6-12 to assist students in college and career exploration.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of high school pathways and career opportunities. 100% of 8th graders will have accessed career exploration by May 2025. **Staff Responsible for Monitoring:** Director of Counseling & Guidance				**Oct**	**Jan**	**Mar**	**June**
				N/A			

Strategy 2 Details				Reviews			
Strategy 2: Ensure High School Counselors have at least one face to face post-secondary planning meeting with every high school student during the 2024-2025 school year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness. **Staff Responsible for Monitoring:** Director of Counseling & Guidance				**Oct**	**Jan**	**Mar**	**June**
				N/A			

Strategy 3 Details				Reviews			
Strategy 3: Ensure Middle School Counselors and High School Counselors have at least one face to face high school planning meeting with every 8th grade student during the 2024-2025 school year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness. **Staff Responsible for Monitoring:** Director of Counseling & Guidance				**Oct**	**Jan**	**Mar**	**June**
				N/A			

Strategy 4 Details				Reviews			
Strategy 4: Plan year-to-year tasks and initiatives that will increase students awareness of college, career and military readiness opportunities from PK - 12.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness. **Staff Responsible for Monitoring:** Director of Counseling & Guidance				**Oct**	**Jan**	**Mar**	**June**
				N/A			

0% No Progress   100% 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: Manor ISD will implement strategies to ensure at least 80% of families and staff have correct information listed in its mass communication system and receive messaging

Evaluation Data Sources: Blackboard Messaging Reports, Enrollment/Registration Reports

Strategy 1 Details		Reviews			
Strategy 1: Implementing systematic communication to encourage families to update their information		**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications		**Oct**	**Jan**	**Mar**	**June**
		N/A			
Strategy 2 Details		**Reviews**			
Strategy 2: Establish quarterly reviews with the technology department to audit parent and staff data migration		**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications		**Oct**	**Jan**	**Mar**	**June**
		N/A			
Strategy 3 Details		**Reviews**			
Strategy 3: Training campus staff on how to audit parent and staff information the mass communication system		**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications		**Oct**	**Jan**	**Mar**	**June**
		N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Manor ISD will increase social media followers by 10% on all platforms by the end of the school year.

    Evaluation Data Sources: Facebook, Instagram, X Analytics

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive social media strategy to engage with a broader audience.	**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications	**Oct**	**Jan**	**Mar**	**June**
	N/A			
Strategy 2 Details	**Reviews**			
Strategy 2: Post a minimum of 3 updates per week on district social media channels.	**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications	**Oct**	**Jan**	**Mar**	**June**
	N/A			
Strategy 3 Details	**Reviews**			
Strategy 3: Implement a content calendar to ensure consistent and relevant messaging.	**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications	**Oct**	**Jan**	**Mar**	**June**
	N/A			

0% No Progress	100% 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 establish emergency communication processes to support the dissemination of accurate and timely information to internal and external stakeholders during day-to-day emergencies (secure mode, lockdown, after school activity cancellations, etc.) and large scale emergencies (weather events, active threat)

Evaluation Data Sources: Blackboard Messaging Reports, IC Review Reports

Strategy 1 Details	Reviews			
Strategy 1: Review and update the crisis communication plan annually, incorporating feedback from staff.	**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications	**Oct**	**Jan**	**Mar**	**June**
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Conduct a crisis communication drill with the communications department at least once per year.	**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications	**Oct**	**Jan**	**Mar**	**June**
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Ensure all crisis communications are issued within 2 hours of an incident.	**Formative**			**Summative**
Staff Responsible for Monitoring: Executive Director of Communications	**Oct**	**Jan**	**Mar**	**June**
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Expand our presence at community events to increase information exchange (VATRE, Enrollment)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased enrollment	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Communications	N/A			

0% No Progress   100% 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 2026, The Whole Child Department will retain 90% of their staff.

    Evaluation Data Sources: Climate survey, MOY and EOY Evaluations

Strategy 1 Details		Reviews			
Strategy 1: Conduct rounding sessions with new hires to assess job satisfaction, identify potential areas of improvement and address any concerns or challenges, with a minimum of 1 meeting per month. **Staff Responsible for Monitoring:** Director of Whole Child		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		100%	✖	✖	
	0% No Progress	100% 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 2: By 2026, 70% of Manor ISD families will have access to opportunities in educational workshops and events, including volunteering and committees.

Evaluation Data Sources: Tracking of participation through feedback surveys, event attendance records (sign-in sheets) and accountability reports PLs submit.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Parent Liaisons will provide at least one family engagement opportunity that is Linked to Learning per month as one of the 6 process conditions following the Dual Capacity-Building framework for family-school partnerships.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the connection between family engagement and learning/development and increase the family-school partnership. **Staff Responsible for Monitoring:** Director of Whole Child	100%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Manor ISD Special Programs Department will partner with parent liaisons to host family engagement opportunities on a monthly basis, beginning October 2024.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	N/A			
Strategy 3 Details	Reviews			
Strategy 3: By August 2025, Manor ISD will launch The Manor MOSAIC (Multicultural Opportunities for Student Artistic Innovation and Creativity) Program. This will consist of culturally relevant after-school fine arts programs at at least 50% of its elementary schools, 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	50%			

0% No Progress   100% 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 3: 100% of K-12 scholars will have access to mental health virtual therapy through Daybreak to address mental health needs and enhance their academic experience.

Evaluation Data Sources: Daybreak Screeners, Top 5% students from Daybreak screeners, SST referrals and/or Counselor/Social Work referrals.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Daybreak Screeners and referrals from campuses for mental health services.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify students in need of mental health services and identify mental health support.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Whole Child **Funding Sources:** Daybreak Contract - McKinney Vento (TEHCY) - $40,000	100%	✖	✖	

0% No Progress		100% 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.
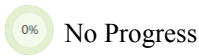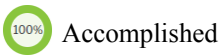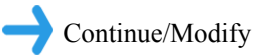
Performance Objective 4: By May 2025, Manor ISD will reduce the dropout rate by 3% by tracking chronic absenteeism, increasing home visits, and providing tiered support interventions (academic, social, and emotional) for identified at-risk students. Progress will be reviewed quarterly with the reengagement team.

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	N/A			
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				

0% No Progress   100% 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.

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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**	N/A			

0% No Progress   100% 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, 90% of students experiencing homelessness will receive wraparound services in order to increase student achievement

High Priority

Evaluation Data Sources: Eduphoria monitoring groups, iStation/iReady data, STAAR/EOC data, attendance, behavior and academic data.

Strategy 1 Details		Reviews		
Strategy 1: Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and knowledge among the McKinney-Vento Team of barriers to and changes in the academic success of students experiencing homelessness. **Staff Responsible for Monitoring:** Director of Whole Child	**Oct**	**Jan**	**Mar**	**June**
Results Driven Accountability **Problem Statements:** Student Learning 3 - District Processes & Programs 1	75%	✗	✗	

Strategy 2 Details		Reviews		
Strategy 2: Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the ability of the McKinney-Vento team to identify low performance on testing and work with campus leaders to ensure identified accommodations are being provided. **Staff Responsible for Monitoring:** Director of Whole Child	**Oct**	**Jan**	**Mar**	**June**
Results Driven Accountability **Problem Statements:** Student Learning 3 - District Processes & Programs 1	75%	✗	✗	

Strategy 3 Details		Reviews		
Strategy 3: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students identified as homeless and ensure supports on the academic, behavioral, and emotional level are provided. **Staff Responsible for Monitoring:** Director of Whole Child	**Oct**	**Jan**	**Mar**	**June**
Results Driven Accountability **Problem Statements:** Student Learning 3 - District Processes & Programs 1	75%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Students identified as homeless 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 homeless 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 2024 in order to receive feedback and suggestions. The revised LTFP will be presented to the Cabinet in April 2024. A proposed LTFP will be presented to the Manor ISD Board of Trustees at their Regular Meeting in May 2024.

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

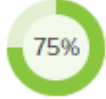| Strategy 1 Details	Reviews			
Strategy 1: Two-year plan to achieve a balanced budget by June 2026.	**Formative**			**Summative**
Strategy's Expected Result/Impact: * 2024-2025 Budget with a realized deficit of not more than $13 million * 2025-2026 Budget with a realized deficit of zero In order to address the 2024-25 general budget deficit balance of -$20 million, the District is developing a plan to reduce the budget by not more than $13 million. The plan ranges from reducing personnel costs, contracted services, general supplies and employee travel district wide. To maximize its tax revenue capacity on the other hand, which makes about 90% of the revenue budget, the District is passing a Voter-Approval-Tax-Rate-Election (VATRE) to increase M&O pennies by three (3) cents, which will generate about $3.5 million in new tax revenue. Moreover, to assist with cash inflows, as consequence of the District reducing its cash reserves by less than 60 days on hand, the District will request that the Board approves a cash borrowing resolution as allowed under TEC Sections 45.104, 45.108, and Board Policy CCF (Legal). The amount to be borrowed is up to $13 million, to be repaid within the same fiscal year. For 2025-26, the District will continue its pattern of aggressive budget cuts by not more than $12.8 million in order to adopt a balanced budget. This is assuming no increase to the state's basic allotment of $6,160 and an increase in the property value by 10%, which will generate an additional $5.4 million in new tax revenue and consequently, increase its Chapter 49 Recapture payment by almost $4 million. The amount required to reduce the budget and the borrowing amount will be adjusted in proportion to the projected Average Daily Attendance (ADA). During the 2025-26 school year District will also need to borrow approximately $27 million to meet its cash flow demands as early as August to help during the four month period (August - November) of low revenue inflows. **Staff Responsible for Monitoring:** Chief Financial Officer	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Improve our processes for Federal/State programs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Update existing Federal/State Programs manuals.	**Oct**	**Jan**	**Mar**	**June**
With the hiring of a Federal Programs Director, the District will implement various tools for the management of federal grants and state funding, such as the State Compensatory Education program. Tools to monitor and keep track of grant funded personnel and allowable spending will be implemented to progressively drawdown and use all grant amounts during the award period. In addition, the Federal Programs Director will update the existing federal/state programs manual to be used for the administration of federal/state programs and for training of District personnel. **Staff Responsible for Monitoring:** Chief Financial Officer				

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

0% No Progress   100% 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 will receive assistance with daycare needs and parenting resources while maintaining a focus on academic success.

Evaluation Data Sources: The program will prioritize consistent attendance and academic achievement through individualized services, aiming to improve retention, graduation rates, and overall student well-being.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance monitoring system that tracks student attendance closely and provides interventions such as counseling or home visits when absences increase.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease attendance rate for PRS group. **Staff Responsible for Monitoring:** Director of Whole Child **Results Driven Accountability**	100%	✖	✖	

Strategy 2 Details	Reviews			
Strategy 2: Develop partnerships within Manor ISD and local community organizations to provide resources such as child care assistance, counseling, and health services specifically tailored for pregnant and parenting teens.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: to ensure that pregnant and parenting teens have access to the resources and support necessary to continue their education, achieve academic success, and build a strong foundation for their futures. Receive CHEI upon notification of delivery. Upon return to school after delivery - student has daycare set up to minimize the interruption of academic programming, which result in absence from school. **Staff Responsible for Monitoring:** Director of Whole Child **Results Driven Accountability**	100%	✖	✖	

0% No Progress	100% 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 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			
Strategy 1: Provide services and training to support staff on Trauma Informed Care, social-emotional learning, positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care and [TEC 11.252(a)10; TEC 39.036].		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Complete various trainings including Region XIII School Counselor Cooperative and Mental Health Cooperative. Support students with challenging behaviors **Staff Responsible for Monitoring:** Director of Counseling & Guidance		N/A			

Strategy 2 Details		Reviews			
Strategy 2: Implement and support the suicide prevention program including a parental/guardian notification procedure [TEC 11.252(3)(B)(i)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Complete program and training on identifying risk factors for suicide. **Staff Responsible for Monitoring:** Director of Counseling & Guidance Director of Whole Child		N/A			

Strategy 3 Details		Reviews			
Strategy 3: Support the implementation of the Texas Model for Comprehensive School Counseling Programs including guidance curriculum and responsive services [TEC 11.252(a)(3)(1); TEC 37.083(a)].		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: School Counselors will collect and report data on their implementation of the Texas Model for Comprehensive School Counseling Programs four components **Staff Responsible for Monitoring:** Director of Counseling & Guidance		N/A			

Strategy 4 Details		Reviews			
Strategy 4: 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)]		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
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		N/A			

0% No Progress   100% 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 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			
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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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				

0% No Progress   100% 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 next 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			

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
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			

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: Chief of Police
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	N/A			

0% No Progress   100% 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 current fiscal year, all district facilities will have fencing and/or ballistic-resistant film installed in compliance with TEA standards and HB3 requirements. Progress will be monitored through inspections, and any non-compliance issues will be addressed to ensure full adherence by the deadline.

HB3 Goal

Evaluation Data Sources: To assess the effectiveness of fencing and ballistic-resistant film during the 2024-2025 school year, we will evaluate overall safety through real-world applications. This will include conducting safety audits, reviewing incident reports, and gathering feedback from staff and students. Additionally, we will ensure that all fencing and film meet established safety and operational standards through regular inspections and compliance checks.

Strategy 1 Details	Reviews			
Strategy 1: Ensure film and fencing are properly installed and documented by conducting thorough pre-installation site assessments. Follow up with regular inspections and maintenance checks to confirm ongoing compliance, and maintain comprehensive documentation of all installations and updates for accountability and future reference.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The expected result of this approach is improved security compliance and reliable evidence of adherence to installation standards, leading to enhanced overall safety and effective verification of installation quality. **Staff Responsible for Monitoring:** Manor ISD Chief of Police / Chief Operations Officer / Director of Facilities				

0% No Progress   100% 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: By the end of the 2024-2025 school year, Manor ISD will ensure that all key areas available for rental are safe, well-maintained, environmentally sustainable, and accessible. This will be achieved by implementing effective management of rental guidelines, conducting inspections, performing monthly proactive maintenance, and incorporating sustainable practices into facility rental operations. Success will be measured through user satisfaction in one-on-one interviews and compliance with safety and accessibility standards.

Evaluation Data Sources: Evaluate facility rentals by regularly reviewing rental guidelines, inspections, maintenance records, and sustainability practices to ensure facilities remain safe, well-maintained, and supportive of student and community needs.

Strategy 1 Details			Reviews		
Strategy 1: Regularly review and update rental guidelines, conduct inspections, review rental transactions and assess maintenance records and sustainability practices to ensure facilities are safe, well-maintained, and effectively support student and community needs.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure sustainability compliance, and better meet the needs of students and the community, leading to increased satisfaction and effective use of rental spaces. **Staff Responsible for Monitoring:** Director of Facilities / Chief Operations Officer					

0% No Progress   100% 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: By the end of the 2025 academic year, Manor ISD will develop and implement a comprehensive long-range planning framework that incorporates community feedback, aligns with strategic goals, and identifies key areas for growth.

Evaluation Data Sources: Manor ISD will implement a data evaluation process that includes establishing baseline metrics and conducting monitoring strategic initiatives via quarterly reports. The evaluation will utilize qualitative and quantitative analyses to identify trends and areas for improvement, with continuous feedback. An annual evaluation report will summarize findings, track progress, and recommend adjustments to ensure the long-range plan remains responsive to community needs
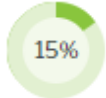
Strategy 1 Details	Reviews			
Strategy 1: To develop a comprehensive long-range planning framework by the end of the 2025 academic year, Manor ISD will engage the community through surveys, focus groups, and MISD departments to gather diverse feedback. The framework will align with existing strategic goals and identify key areas for growth. A draft will be created with measurable objectives and timelines.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	N/A			
Strategy's Expected Result/Impact: The implementation of the comprehensive long-range planning framework is expected to yield several positive outcomes. Firstly, increased MISD department engagement will lead to a more inclusive decision-making process, ensuring that diverse perspectives are reflected in the district's strategic initiatives. The alignment of the framework with existing strategic goals will foster greater cohesion within the district, promoting targeted growth in identified key areas. The establishment of measurable objectives and timelines will facilitate tracking progress and accountability, enabling timely adjustments as needed. Overall, the process is anticipated to strengthen the district's responsiveness to community needs and improve educational outcomes for all students. **Staff Responsible for Monitoring:** Chief Of Operations				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Strategy 1 Details	Reviews			

Strategy 1: Manor ISD's compensation plan will become competitive with surrounding districts and markets by 25-26 school years with emphasis on:
Teachers
Support Staff
Campus and Central Office Administration
    Strategy's Expected Result/Impact: Alignment within and between pay grades
    Increased retention rate
    Staff Responsible for Monitoring: Chief Human Resources Officer
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	20%			

Strategy 2 Details	Reviews			

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
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	15%			

Strategy 3 Details	Reviews			

Strategy 3: Strategy 3
Improve the quality of customer service for internal and external stakeholders
    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
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	15%			

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4 Create an innovative stipend structure to address teaching vacancies within the district **Strategy's Expected Result/Impact:** Students will have a certified teacher and appropriate paraprofessional support in classrooms where there are teacher vacancies Teachers with greater student loads will receive greater compensation. **Staff Responsible for Monitoring:** Human Resources Directors	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	95%			

Strategy 5 Details	Reviews			
Strategy 5: Utilize virtual teachers to alleviate teacher vacancies **Strategy's Expected Result/Impact:** Students will have a certified teacher to facilitate learning **Staff Responsible for Monitoring:** Human Resources Director-Secondary	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Create a Manor MS recruitment and retention stipend **Strategy's Expected Result/Impact:** Attract quality candidates for Manor Middle School Retain staff Staff to become engaged and committed to student learning **Staff Responsible for Monitoring:** Chief Human Resources Officer	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	90%			

Strategy 7 Details	Reviews			
Strategy 7: Expand teacher residency partnerships to include special education teachers and diagnosticians. **Strategy's Expected Result/Impact:** Decrease vacancy rate of special education positions **Staff Responsible for Monitoring:** Chief of Human Resources	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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			
Strategy 1: Teachers who are new to the profession and/or new to Manor will participate in professional development that is aligned with best practices in classroom management and positive classroom culture.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Identified teachers will attend Back to School professional development with an attendance rate of 90% or higher at classroom management and positive classroom culture sessions as measured by attendance data. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Assessment					

Strategy 2 Details		Reviews			
Strategy 2: Teachers with less than one year of experience will participate in monthly professional development.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
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			
Strategy 3: Teachers with less than one year of experience will be partnered with a mentor teacher, and both will participate in monthly professional development.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
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:** Executive Director of Curriculum, Instruction, and Assessment **Funding Sources:** Mentor Stipends - Title II, Part A					

Strategy 4 Details		Reviews			
Strategy 4: Campus administrators will participate in ongoing professional development including monthly district instructional leadership meeting focused on the Texas Effective Schools Framework and the Get Better Faster Rubric. Leadership coaching from district personnel, consultants, and through region 13 including Texas Instructional Leadership and the Collaborative Leadership Network 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 manage facilities, build staff and student culture, and facilitate the professional growth of their teachers - outcome of this will be increased student achievement. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Assessment		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Instructional coaches and department chairs will participate in ongoing professional development focused on Texas Effective Schools Framework and 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. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Assessment		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy 6 Details		Reviews			
Strategy 6: Teachers of core content areas, LOTE, and AVID will participate in ongoing professional development. **Strategy's Expected Result/Impact:** Teachers of core content areas, LOTE, and AVID will participate in ongoing professional development with an attendance rate of 90% or higher, as measured by session attendance data. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction, and Assessment		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy 7 Details		Reviews			
Strategy 7: Teachers on campuses identified as high priority will receive additional support from the curriculum team including small/whole group professional development, HQIM implementation and utlization, side-by-side teaching, modeling, assistance in PLCs, student achievement data analysis and intervention development and implementation **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		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Improve the skills, knowledge, and capacity of the Human Resources team

Strategy 1 Details	Reviews			
Strategy 1: Human Capital staff engage in professional development on human resources processes and systems and maximize HRIS features by 2025	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved efficiency of processing personnel requests Decrease in response time to internal and external stakeholders Increased knowledge with job roles and responsibilities; increased confidence in ability Consistent customer service top two survey ratings as individuals, departments/campus, district Improved stakeholder satisfaction Improved work environment **Staff Responsible for Monitoring:** Chief Human Resources Officer	15%			

Strategy 2 Details	Reviews			
Strategy 2: Provide training to HR staff on TalentEd and Skyward by January 2025	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved speed and accuracy of Human Resources processes and procedures **Staff Responsible for Monitoring:** Directors of Human Resources	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 4: Hire high quality and retain 75% of Special Education Staff by 2025 and 90% of Special Education Staff by 2028

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Work with human capital to hire highly qualified staff to provide high quality evidence based strategies for students receiving special education, dyslexia supports, and 504 accommodations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve SPED STAAR 3-8 passing rates and RDA performance levels for all core content areas. Improve SPED STAAR EOC passing rates and RDA performance levels for all EOC areas. **Staff Responsible for Monitoring:** executive director of special programs **Results Driven Accountability**	15%			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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**	N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 5: By 2026, the Department of Counseling will recruit and retain 90% of the school counseling staff.

Strategy 1 Details			Reviews			
Strategy 1: Establish partnerships with universities and certification programs to recruit future School Counselors.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase School Counselor internship opportunities with Manor ISD Concluding completion of internships, hire interning School Counselors as full time School Counselors with Manor ISD **Staff Responsible for Monitoring:** Director of Counseling and Guidance			**Oct**	**Jan**	**Mar**	**June**
			N/A			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
1	6	1	Provide collaborative and inclusive training to general education content teachers, inclusion teachers, and specialized classroom teachers in the area of IEP development with specific emphasis on present levels of academic achievement and functional performance (PLAAFP).
1	6	2	Implement universal system for IEP distribution, and a system for folder checks and classroom visits to monitor IEP implementation
3	5	1	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.
4	1	1	Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns.
4	1	2	Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations.
4	1	3	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.
4	3	1	Implement a proactive attendance monitoring system that tracks student attendance closely and provides interventions such as counseling or home visits when absences increase.
4	3	2	Develop partnerships within Manor ISD and local community organizations to provide resources such as child care assistance, counseling, and health services specifically tailored for pregnant and parenting teens.
6	4	1	Work with human capital to hire highly qualified staff to provide high quality evidence based strategies for students receiving special education, dyslexia supports, and 504 accommodations.
6	4	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.

Title I Personnel

Name	Position	Program	FTE
Carissa Raney	Parent Liaison	Shadowglen Elementary	1.0
Cherise Thompson	Instructional Coach	Presidential Meadows Elementary	1.0
Christie Hardi	Instructional Coach	Lagos Elementary	1.0
Erik Hauck	Instructional Coach	Decker Elementary	1.0
Ernesta Steele	Parent Liaison	Lagos Elementary	1.0
Felicitas Moreno	Parent Liaison	Blake Manor Elementary	1.0
Joany Benitez Piedra	Parent Liaison	Manor Rise Academy	1.0
Julissa Clark	Bilingual Instructional Coach	Manor Rise Academy	1.0
Kourtney Clopton	Instructional Coach	Shadowglen Elementary	1.0
Laura Adams	Parent Liaison	Pioneer Crossing Elementary	1.0
Luz Diaz	Parent Liaison	Bluebonnet Trail Elementary	1.0
Maira Garcia	Social Worker	The Whole Child	1.0
Mayra Garcia	Parent Liaison	Oak Meadows Elementary	1.0
Michelle Gomez	Instructional Coach	Bluebonnet Trail Elementary	1.0
Nelly Reyna Mendoza	Family Engagement Coordinator	The Whole Child	1.0
Nicole Willis	Instructional Coach	Pioneer Crossing Elementary	1.0
Noelia Guevara	Parent Liaison	Presidential Meadows Elementary	1.0
Palmira Mercado	Parent Liaison	Decker Elementary	1.0
Tiffany Berry	Instructional Coach	Oak Meadows Elementary	1.0
Vanessa Vargas-Gongora	Instructional Coach	Blake Manor Elementary	1.0

District Funding Summary

<table>
<tr><td colspan="6" align="center">Title I, Part A</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$1,419,440.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$1,419,440.00</td></tr>
<tr><td colspan="6" align="center">McKinney Vento (TEHCY)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>3</td><td>3</td><td>1</td><td>Daybreak Contract</td><td></td><td>$40,000.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$40,000.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$17,000.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>-$23,000.00</td></tr>
<tr><td colspan="6" align="center">Title II, Part A</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>5</td><td>2</td><td>IBC testing curriculum and materials (exams, registrations, study guides)</td><td></td><td>$0.00</td></tr>
<tr><td>6</td><td>2</td><td>3</td><td>Mentor Stipends</td><td></td><td>$0.00</td></tr>
<tr><td>6</td><td>2</td><td>7</td><td></td><td></td><td>$0.00</td></tr>
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<tr><td colspan="6" align="center">Title III, Part A</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>6</td><td></td><td></td><td>$35,000.00</td></tr>
<tr><td>1</td><td>1</td><td>7</td><td></td><td></td><td>$258,088.00</td></tr>
<tr><td>1</td><td>1</td><td>8</td><td></td><td></td><td>$15,000.00</td></tr>
<tr><td>1</td><td>1</td><td>9</td><td></td><td></td><td>$10,000.00</td></tr>
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<tr><td colspan="5" align="right">Sub-Total</td><td>$323,088.00</td></tr>
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Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$384,673.00
				+/- Difference	$61,585.00

Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$230,337.76
1	1	4			$38,571.30
1	2	1			$99,604.86
				Sub-Total	$368,513.92
				Budgeted Fund Source Amount	$1,433,305.22
				+/- Difference	$1,064,791.30

Title IV - SEL and Safety					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$105,035.00
				+/- Difference	$105,035.00

TCLAS Decision 8					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$170,310.00
1	1	2			$68,517.00
1	2	3			$252,661.50
				Sub-Total	$491,488.50
				Budgeted Fund Source Amount	$491,488.50
				+/- Difference	$0.00

TIMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$88,714.64
				Sub-Total	$88,714.64
				Budgeted Fund Source Amount	$629,994.58
				+/- Difference	$541,279.94

TIMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Budgeted	$4,714,956.30
				Grand Total Spent	$1,311,805.06
				+/- Difference	$3,403,151.24

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
Bullying Prevention	Nikkida Butler	10/9/2024	Dr. Christopher Harvey	10/10/2024
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	Dr. Christopher Harvey	10/10/2024
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Post-Secondary Preparedness	Director of Counseling		Dr. Christopher Harvey	10/10/2024

Addendums

Definitions   "Bullying":

  Bullying   1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

    2. Includes cyberbullying.

  Cyberbullying   "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability   These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

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

Policy

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

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to:

   a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

   b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

Prevention and Mediation

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

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	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.

SUBCHAPTER C. LAW AND ORDER

Sec. 37.081. SCHOOL DISTRICT PEACE OFFICERS, SCHOOL
RESOURCE OFFICERS, AND SECURITY PERSONNEL. (a) The board of
trustees of any school district may employ security personnel,
enter into a memorandum of understanding with a local law
enforcement agency for the provision of school resource
officers, and commission peace officers to carry out this
subchapter. If a board of trustees authorizes a person employed
as security personnel to carry a weapon, the person must be a
commissioned peace officer. The jurisdiction of a peace
officer, a school resource officer, or security personnel under
this section shall be determined by the board of trustees and
may include all territory in the boundaries of the school
district and all property outside the boundaries of the district
that is owned, leased, or rented by or otherwise under the
control of the school district and the board of trustees that
employ the peace officer or security personnel or that enter
into a memorandum of understanding for the provision of a school
resource officer.
        (b) In a peace officer's jurisdiction, a peace officer
commissioned under this section:
                (1) has the powers, privileges, and immunities of
peace officers;
                (2) may enforce all laws, including municipal
ordinances, county ordinances, and state laws;
                (3) may, in accordance with Chapter 52, Family Code,
or Article 45.058, Code of Criminal Procedure, take a child into
custody; and
                (4) may dispose of cases in accordance with Section
52.03 or 52.031, Family Code.
        (c) A school district peace officer may provide assistance
to another law enforcement agency. A school district may
contract with a political subdivision for the jurisdiction of a
school district peace officer to include all territory in the
jurisdiction of the political subdivision.

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

(1) the district improvement plan under Section 11.252;

(2) the student code of conduct adopted under Section 37.001;

(3) any memorandum of understanding providing for a school resource officer; and

(4) any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

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

(1) the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and

(2) the property of the school district.

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

(1) routine student discipline or school administrative tasks; or

(2) contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

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

(1) the assigned duties of the officer or security personnel; or

(2) an incident involving student behavior or law enforcement.

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

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

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

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

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

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30,
1995.
Amended by:
       Acts 2013, 83rd Leg., R.S., Ch. 93 (S.B. 686), Sec. 2.11,
eff. May 18, 2013.
       Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 9,
eff. September 1, 2013.
       Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 4,
eff. September 1, 2013.
       Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. 1707), Sec. 2,
eff. June 2, 2019.
       Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. 1707), Sec. 3,
eff. June 2, 2019.

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

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

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

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

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 13 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.	Objective(s): Region 13 MEP and the Shared Service Arrangement (SSA) contact will assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	August 2021- June 2022	Region 13 MEP Staff	NGS PFS Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August-September 2021	Region 13 MEP Staff	PFS Action Plan District
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2021 – July 2022	Region 13 MEP Staff SSA District Contact	PFS Action Plan NGS PFS Reports PFS Criteria

	August 2021 – July 2022	Region 13 MEP Staff	PFS Criteria, Student PFS Progress -Review Forms, Home visits, Parent communication
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	August 2021 – July 2022	Region 13 MEP Staff	PFS Criteria, Student PFS Progress -Review Forms, Home visits, Parent communication
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	August 2021 – July 2022	Region 13 MEP Staff	Student Progress Report, Student PFS Progress Review Forms, Home Visits, Phone Call logs, Communication logs
Additional Activities			
▪			

Provide services to PFS migrant students.

▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August 2021 – July 2022	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	August 2021 – July 2022	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication, Supplemental Services Form
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August 2021 – July 2022	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
Additional Activities			
▪			

_____ 8/30/2021   _____ _____
ESC Signature   Date Completed   LEA Signature   Date Received

Manor Independent School District

Student Code of Conduct

2021-2022

Dear Parent/Guardian:

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

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

Student Name: _____

School Campus: _____   Grade Level: _____

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

_____   _____

Parent/Guardian Printed Name   Student Printed Name

_____   _____

Parent/Guardian Signature   Student Signature

_____   _____

Date   Date

Table of Contents

General Overview

Purpose	The Board of Trustees adopted this Student Code of Conduct (SCC) to promote a safe, secure, and optimal learning environment for all students. Inside you will find information regarding: • The District-wide discipline management plan, • A description of prohibited conduct, • The disciplinary options, methods, and consequences for preventing and addressing student misconduct, and. • The process the District will follow when administering disciplinary consequences. If there is a conflict between the SCC and the Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and local District policy, the more recently adopted item will control.
Additional Rules	Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the SCC. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in misconduct that is not specifically addressed in the SCC, the student may still be disciplined if the misconduct threatens students or staff or disrupts or interferes with the educational process, learning environment, or school safety.
General Standards of Student Conduct	In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment that does not threaten school safety. Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the SCC.
Notice of Disciplinary Action	Teachers and administrators strive to notify parents/guardians of student conduct concerns as they occur. If a student is placed in in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled from school, assigned to a juvenile justice alternative education program, or taken into custody by a law enforcement officer, the campus behavior coordinator will promptly contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian on the same day the consequence is assigned or recommended. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on the first business day after the disciplinary consequence is assigned or recommended, written notice will be sent to the parent's/guardian's last known address. Another campus administrator may provide notice of disciplinary action if the campus behavior coordinator is not able or available to provide notice. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing a discipline consequence. A school district that receives a bomb threat or terroristic threat relating to a campus or other district facility at which students are present shall provide notification of the threat as soon as possible to the parent(s), guardian(s), or other person(s) standing in parental relation to each student who is assigned to the campus or who regularly uses the facility.
Anti-Discrimination	The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, age, color, or ethnicity when enforcing the provisions of the SCC.

Discipline of Students with Special Needs	This Code of Conduct applies to all students. However, when enforcing its Code of Conduct, the District will comply with federal and state laws pertaining to students with disabilities. For more information about those specific procedures, please contact Executive Director of Special Programs, Michele McKinley
Discipline Appeals	Appeals of disciplinary measures should be directed to the student's teacher or campus administrator, as described in local District policies FNG, FOC, or FOD as appropriate. Depending on the disciplinary consequence assigned, different complaint procedures may apply. A copy of the appropriate policy is available at the campus or central administration office or online at https://pol.tasb.org/Policy/Code/1150?filter=FNG. Please note that the email address and dedicated phone number of the campus behavior coordinator or campus administrator responsible for student discipline is listed on the campus homepage. Timelines for filing appeals stated in the policy will be enforced. Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal. The Board of Trustees, through adoption of the Student Code of Conduct, has determined that an appeal of a suspension or DAEP placement decision shall end at their appointed designee. Through adoption of this Student Code of Conduct, the Board has designated the Chief Schools Officer as the Board's designee for this purpose.
Effect of Student Withdrawal	Withdrawal from school after a student has been accused of a violation of the SCC will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District.

Scope of the District's Disciplinary Authority

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

- At any time during the school day.

- While traveling on District owned or operated transportation or during school-related travel.

- While attending any school-sponsored or school-related activity, regardless of time or location.

- As provided in extracurricular or organization handbooks, by-laws, constitutions, or other guidelines.

- During lunch periods, including those in which a student leaves the campus.

- While on school property.

- For any school-related misconduct, regardless of time or location.

- During online or other types of remote instruction.

- Other off campus conduct as permitted and defined by Chapter 37 of the Texas Education Code, including cyberbullying.

- For certain offenses against other students and school employees, regardless of time or location.

- For certain offenses committed within 300 feet of school property as measured from any

point on the school's real property boundary line.

• If the student is a registered sex offender.

Searches

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

Criminal Conduct

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

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

Discipline Considerations & Techniques

Discipline Considerations

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

• the degree of severity and risk of danger.

• the effect of the misconduct.

• the age and grade level of the student.

• legal requirements.

• the frequency of the misconduct.

• the student's demeanor.

• the possibility of disruption of the school environment.

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

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

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

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

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

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

Discipline 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.

- Assignment of school-related tasks, services, or duties.

- Confiscation of items.

- School probation.

- Restitution or restoration.

- Revocation of interdistrict transfer, as permitted by state law or local DOI Plan, if applicable

- Calming-down time.

- Lunch detention.

- After-school detention.

- Restorative practices

- Demerits or rewards.

- Positive behavior interventions.

- Mediation.

- Peer mentoring.

- Training in conflict management, social skills, managing emotions, and impulse control.

- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities.

- Suspension from participation in UIL or district extracurricular activities.

- Revocation of transportation privileges.

- Counseling.

- Detention

- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, by-laws, or other guidelines.

- In-school suspension.

- Out-of-school suspension.

- Disciplinary Alternative Education Program (DAEP).

- Expulsion.

- Verbal correction

- Seating changes

- Parent conferences

- Removal from the classroom

- Sending the student to the office or other area

- Transfer to a different classroom or campus

- Assignment to an alternate setting

- Behavior modification contracts or improvement plans

- Assignment of school-related tasks, services, or duties

- Confiscation of items

- School probation

- Calming-down time

- Demerits or rewards

- Positive behavior interventions

- Mediation

- Training in conflict management, social skills, managing emotions, and impulse control

- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities

- Revocation of transportation privileges

- Counseling

- In-school suspension

- Out-of-school suspension

- Disciplinary Alternative Education Program (DAEP)

- Expulsion

-

- Other methods and consequences as stated in the SCC.

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

General Types of Prohibited Conduct

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

- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm, threatens the safety of others, or actually causes injury to others.

- Fighting *(see definitions)* or scuffling that may or may not result in physical pain, illness, or any impairment of a physical condition.

- Engaging in conduct that can or does cause bodily injury *(see definitions)*.

- Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail.

- Subjecting a student or District employee, official, or volunteer to physical harm, confinement or restraint.

- Bullying *(see definitions)*.

- Cyberbullying *(see definitions)*, including conduct that interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

- Name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence.

- Adding any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer.

- Engaging in harassment *(see definitions)* toward another student or a District employee,

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

- Engaging in sexual harassment *(see definitions)* or sexual abuse.

- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Invasive visual recording *(see definitions)*.

- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual.

- Touching one's own private body parts in a sexual manner.

- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment.

- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.

- Engaging in oral or written threats to cause harm or bodily injury *(see definitions)* to another student, a District employee, official, or volunteer, or school property, including threats made using the Internet or other technology resources at school. Students may be disciplined for threats made outside of school, including website or Internet postings, if the threat causes a material or substantial disruption at school or is reasonably forecast to cause one.

- Engaging in oral or written threats of any kind of violence or violent acts.

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

- Wrongfully obtaining and using another person's identifying information or personal data without permission in order to mislead, defraud, or deceive.

- Hazing *(see definitions)*.

- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying.

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

- Matches or a lighter.

- Tobacco products.

- Electronic cigarettes *(see definitions)*, electronic vaping devices, personal vaporizers, electronic nicotine delivery systems or paraphernalia, including but not limited to Juul and Juul pods, or vials, cartridges, or "pens" with liquid or other types of material for use in such devices.

- Fireworks or any other pyrotechnic device.

- Smoke or stink bombs.

11

- Laser pointers (unauthorized use).

- Pepper spray or other small chemical dispenser sold commercially for personal protection.

- "Look-alike" drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy.

- Prescription drugs except as permitted by District policy.

- Less than a useable amount of stems, seeds, or other pieces of marijuana.

- Paraphernalia *(see definitions)* related to any prohibited substance, including, but not limited to, marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.

- Designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption.".

- Razor blades, box cutters, or chains.

- Knives with a blade 5 ½ inches or less.

- Hand instrument designed to cut or stab another by being thrown; including, but not limited to, a dirk, stiletto, dagger, poniard, bowie knife, sword, or spear.

- Fake or "look-alike" weapons.

- Deadly weapons *(see definitions)*.

- Poisons, caustic acids, or other materials that may be toxic to the human body.

- BB gun, air gun, or stun gun.

- Ammunition, shells, bullets, or gunpowder.

- Clubs, knuckles, firearm silencers, or similar dangerous weapons.

- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts.

- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety.

- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another.

- CD or DVD players, cassette players, electronic games, MP3 players, stereo head sets, or other electronic equipment for other than approved use.

- Using, displaying, or having in operational mode a paging device, cellular telephone, or telecommunications device without prior approval *(see definitions)* at school during the school

	day
Misuse of Property	• Stealing from others, including the District.
	• Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony.
	• Damaging, destroying, or vandalizing property owned by others or the District.
	• Marking District property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means.
	• Attempting to start or starting a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief.
Safety / Disruption	• Threatening to use or exhibit a firearm.
	• Discharging a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency.
	• Making or participating in false statements or hoaxes regarding school safety.
	• Making threats regarding school safety or harm to students and/or employees, regardless of intent.
	• Engaging in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program, endanger others, or incite violence.
	• Throwing objects that can cause bodily injury or property damage.
	• Making false accusations or providing false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer.
Technology	• Sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyberbullying *(see definitions)*.
	• Using any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher or administrator.
	• Making, participating in the making of, transmitting to another via an electronic device, or posting to the Internet a digital video, audio recording, or image of an actual or simulated act that involves a crime or conduct prohibited by the Code of Conduct.
	• Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.
	• Using any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting).

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

- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety.

- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means.

- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material.

- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's website.

- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.

- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Failure to Follow Rules

- Violating dress and grooming criteria.

- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel.

- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee or providing inaccurate information when questioned about possible violations of the SCC.

- Failing to provide proper identification upon request of a District employee.

- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct or help conceal any violation.

- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.

- Unexcused tardiness to class.

- Skipping school or class without the District's or parent/guardian's permission.

- Leaving class, the campus, or school events without permission.

- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend.

	• Violating rules for conduct on school owned or operated transportation.
	• Violating rules for operating or parking a motor vehicle on school property.
	• Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices.
	• Violating the District's medications policy regarding prescription and over-the-counter drugs.
	• Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment.
	• Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events.
	• Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items.
	• Violating other campus or classroom rules for behavior or district policies.
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:
	• Enter and exit transportation in an orderly manner at the designated stop
	• Remain seated in designated seats facing forward
	• Keep aisles clear of books, bags, instruments, feet, or other obstructions
	• Comply with lawful directives issued by the driver
	• Follow the driver's rules for food or beverages
	• Do not extend any body part, clothing, or other article outside of the transportation

15

- Keep hands, feet, other body parts, or objects to yourself

- Refrain from making loud or distracting noises

- Do not obstruct the driver's view

- Do not throw objects inside the transportation or out of the windows or doors

- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment

Procedure for Removal	A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges. The student will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

Removal from Classroom by Teacher

Ordinary Teacher Removal	A teacher may send a student to the campus behavior coordinator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. For these informal removals, the behavior coordinator will use one or more discipline management techniques to address and improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the behavior coordinator will employ other discipline techniques or progressive interventions to improve the student's conduct.
Formal Teacher Removal	A teacher may remove a student from class when: • The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach or with the learning of other students; or. • The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach or with the learning of other students. A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.
Placement During Removal	When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.
Procedures for Teacher Removal	No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the campus behavior coordinator or other administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity

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

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

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

In-School Suspension (ISS)

Reasons for ISS	Students may be placed in ISS for any misconduct listed in any category of the SCC.
Procedure for ISS	The student will be informed of the reason for placement in ISS and be given an opportunity to respond before the administrator's decision is final. While in ISS the student will complete assignments from his or her teacher.

Out-of-School Suspension (OSS)

Reasons for OSS	Students may be suspended from school for any misconduct listed in any category of the SCC.
Procedure for OSS	The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days at a time.
Assignments During ISS and OSS	The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions. The student will be provided during the period of suspension, whether in-school or out-of-school, an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of the suspension, including at least one option for receiving the course work that does not require the use of the Internet.
Grade Level and Other Restrictions on Suspension	A student who is in second grade or younger cannot receive an out-of-school suspension unless, while at school or at a school-sponsored activity, the student engages in conduct that contains the elements of an offense related to weapons or a violent offense, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

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

Disciplinary Alternative Education Program (DAEP)

Reasons for Mandatory DAEP Placement	**School-Related.** A student must be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property: • Engages in conduct punishable as a felony. • Commits an assault *(see definitions)* resulting in bodily injury *(see definitions)* against another. • Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance *(see definitions)*, a dangerous drug *(see definitions)*, or an alcoholic beverage in any amount not punishable as a felony. • Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony. • Engages in an offense relating to abusable volatile chemicals *(see definitions)*. • Engages in conduct that contains the elements of the offense of harassment under specific provisions of the Texas Penal Code *(see definitions)*, against an employee of the school district. • Engages in public lewdness *(see definitions)*. • Engages in indecent exposure *(see definitions)*. • Sells, gives, delivers, possesses, uses, or is under the influence of designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption." • Possesses, other than on his or her person, or uses a knife with a blade over 5½ inches • Engages in criminal mischief if the damage is greater than $750 • Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent. • Possesses, other than on his or her person, or uses a firearm *(see definitions)* as defined by state law. Note: Possession of a firearm as defined by federal law is an expellable offense. • Possesses, other than on his or her person, or uses a knife with a blade over 5½". • Engages in expellable conduct if the student is between six and nine years of age. • Engages in criminal mischief if the damage is greater than $750. • Engages in a federal firearm offense if the student is six years of age or younger. **Off-Campus.** A student must be placed in DAEP for engaging in a Title 5 *(see definitions)* felony offense or aggravated robbery while off-campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,

- A court or jury finds the student engaged in delinquent conduct, or.

- The Superintendent or Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as either a Title 5 felony offense or aggravated robbery (as defined in the Penal Code).

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

- Issues a false alarm or report *(see definitions)* or a terroristic threat *(see definitions)* involving a public school.

- Retaliates *(see definitions)* against any school employee.

- Is a registered sex offender *(see definitions)* under court supervision, probation, community supervision, or parole.

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

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:

- Committing any offense included in the list of "General Types of Prohibited Misconduct" in this SCC.

- Abusing the student's own prescription drug or using it in a way other than prescribed; giving, buying, or selling a prescription drug; possessing, using, or being under the influence of another person's prescription drug.

- Offering to sell or buy any amount of marijuana, a controlled substance *(see definitions)*, a dangerous drug *(see definitions)*, an abusable volatile chemical *(see definitions)*, a prescription drug, or an alcoholic beverage *(see definitions)*.

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

- Engaging in persistent *(see definitions)* misbehavior that violates this SCC.

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

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

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

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

- If the student is a registered sex offender *(see definitions)* who is not under any form of court supervision. A registered sex offender who is not under any form of court supervision will be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and such placement is not contrary to the best interests of the District's students.

- Engages in bullying *(see definitions)* that encourages a student to commit or attempt to commit suicide.

- Incites violence against a student through group bullying.

- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Is involved with a public school fraternity, sorority, secret society, or gang *(see definitions)*, including participating as a member or pledge, or soliciting another person to become a member or pledge.

- Is involved in criminal street gang activity (see definition).

Emergency DAEP Placement	An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action. No later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP; see below.
Procedure for DAEP Placement	**Conference.** No later than three school days after the student is removed from class, a campus administrator will schedule a conference with the campus behavior coordinator or other appropriate administrator, the student's parent/guardian, and the student. At the conference, the administrator will explain the allegations against the student, inform the student of the basis for the proposed DAEP placement, and give the student an opportunity to explain his or her version of the incident. The District may conduct the conference and make a discipline decision regardless of whether the student or the student's parent/guardian attends if the District made reasonable attempts to have them attend. If during the term of DAEP placement the student engages in additional misconduct, additional conferences may be conducted and additional discipline may be imposed. **Interim Placement.** Until a placement conference can be held, the student may be placed in another appropriate classroom, in- school suspension, or out-of-school suspension. The student may not be returned to the regular classroom pending the placement conference. **DAEP Placement Order.** If the outcome of the conference is to place the student in DAEP, the campus behavior coordinator or designee will issue a DAEP placement order. If the length of

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

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

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

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

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

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent/guardian may participate in a proceeding before the Board or Board's designee as provided in policy FNG (LOCAL). Any decision of the Board is final and may not be appealed. |
| **Particular Rules for Registered Sex Offenders** | The general SCC rules for DAEP placement apply to registered student sex offenders *(see definitions)* except as modified in this section.

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

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

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

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

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

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

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

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

| **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. |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Expulsion

Reasons for Mandatory Expulsion	**School-Related.** A student must be expelled for any of the following misconduct that occurs on school property or while attending a school-sponsored or school-related activity on or off school property: • Brings to school a firearm, as defined by federal law *(see definitions)*. • Possesses or uses a handgun* on or about his or her person *(see definitions)*. * Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department. • Possesses or uses a location restricted knife, on or about his person. • Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, firearm silencer, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device *(see definitions)*. • Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children. • Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance *(see definitions)*, a dangerous drug *(see definitions)*, or an alcoholic beverage *(see definitions)* if the behavior is punishable as a felony. • Commits a serious act or offense while under the influence of an alcoholic beverage if the behavior is punishable as a felony. **Regardless of Location.** A student must be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus: • Retaliates *(see definitions)* against a school employee or volunteer by committing a state-mandated expellable offense.
Reasons for	**While in DAEP.** A student may be expelled for engaging in documented serious misbehavior as

Discretionary Expulsion	defined by law *(see definitions)* while the student is placed in DAEP and on the DAEP site/campus despite documented behavioral interventions. **School-Related.** A student may be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property: • Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage if the conduct is not punishable as a felony. • Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony. • Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals *(see definitions)*. • Commits an assault *(see definitions)* resulting in bodily injury to a school employee or volunteer. • Engages in deadly conduct *(see definitions)*. **Three Hundred Feet.** Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the District's real property boundary line: • Possesses a firearm, as defined by federal law *(see definitions)*. • Possesses or uses a handgun* on or about his or her person *(see definitions)*. * Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department. • Possesses or uses a location restricted knife, on or about his person. • Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, firearm silencer, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device *(see definitions)*. • Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children. • Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (see definitions}, a dangerous drug (see definitions}, or an alcoholic beverage *(see definitions)* if the behavior is punishable as a felony. **Regardless of Location.** A student may be expelled if the student engages in the following

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

- Commits aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student.

- Retaliates against a school employee or volunteer by committing an assault *(see definitions)* resulting in bodily injury.

- Engages in felony criminal mischief.

- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district without consent and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.

- Engages in bullying *(see definitions)* that encourages a student to commit or attempt to commit suicide.

- Incites violence against a student through group bullying.

- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.

- Issues a false alarm or report *(see definitions)* or a terroristic threat *(see definitions)* involving a public school.

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

- is arrested for a Title 5 felony offense *(see definitions)* or aggravated robbery,

- is charged with engaging in a Title 5 felony offense or aggravated robbery,

- received deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery,

- is on probation for a Title 5 felony offense or aggravated robbery,

- was found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery,

- has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or.

- was convicted of a Title 5 felony offense or aggravated robbery;.

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

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

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

Emergency Expulsion

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

Procedure for Expulsion

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

• Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the District;.

• An opportunity to question the District's witnesses; and.

• An opportunity to testify and to review and present evidence and witnesses in the student's defense.

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

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

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

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

Length of Expulsion

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

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

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

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

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

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

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

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

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

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

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

Other Expulsion Issues

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 within10 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.

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

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

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

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

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

BULLYING: A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, including electronic communication, or physical conduct that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property or on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity, and that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school, including cyberbullying (see definition below). See District policy FFI for additional information regarding bullying.

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

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

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

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

CYBERBULLYING: Bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet based or electronic communication tool and that occurs off school property or outside of a school-sponsored or school-related activity, if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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).

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

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

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

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

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

Index

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