

Agenda of Special Meeting

The Board of Trustees Splendora ISD

A Special meeting of the Board of Trustees of Splendora ISD will be held November 29, 2021, beginning at 5:30 PM in the Administration Building Boardroom, 23419 FM 2090, Splendora, Texas 77372.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Strategic Direction - Why We Exist 2
2. Roll Call
3. Invocation
4. U.S. & State of Texas Pledge of Allegiances 3
5. Good Things
6. Audience
7. Presentation
- A. FBS Presentation
8. Action Item(s)
- A. Discussion and Possible Action on Exempt Courses guidance as outlined 4
 in the SHS Course Catalog
9. Regular Meeting Agenda Review
10. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on _____, at _____

For the Board of Trustees



STRATEGIC DIRECTION - *why we exist*

VISION Right People. Right Things. Right Way. Right Resources. Right Relationships

MISSION Cultivating Exceptional People

BELIEFS - <i>why we act</i>	PRINCIPLES
<u>Student-Focused</u> : We believe the greatest outcomes result when students come first.	<ul style="list-style-type: none"> • Be accountable. • Live with integrity. • Focus on student needs.
<u>Relationships</u> : We believe positive and supportive relationships create the conditions for students to be advocates in their education.	<ul style="list-style-type: none"> • Value each other.
<u>Culture</u> : We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	<ul style="list-style-type: none"> • Ensure a safe physical, emotional, + social environment.
<u>Servant Leaders</u> : We believe servant leaders and critical thinkers strengthen our community and democracy.	<ul style="list-style-type: none"> • Develop servant leaders.
<u>Learning</u> : We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	<ul style="list-style-type: none"> • Create a dynamic learning environment.

LEARNER PROFILE

The Splendor ISD Learner Profile provides an educational setting where every student is empowered to be: Self Motivated, Confident, An Adaptable Learner, A Critical Thinker, A Productive Citizen

STRATEGIC GOALS

Goal 1: Establish a shared commitment to district beliefs, the need for continuous innovation, and a focus on the future.

Goal 2: Ensure the focus of school district activity is on improving the quality of learning experiences for all.

Goal 3: Enhance the capacity to increase student engagement through digital learning.

Goal 4: Enact a communication strategy that results in a common language and a shared commitment to student success.

Goal 5: Establish a culture that promotes social, emotional and physical well-being for all.

U.S. Pledge:

"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Texas Pledge:

"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."



**Splendoria ISD Board of Trustees
Agenda Item Information Form**

Board Meeting Date: 11/29/21

Submitted Date: 11/23/21

Agenda Business Items:

- Consent Agenda Item
- ~~New Action~~

Information Only Items:

- Presentation
- Recognition
- Information

Name of Person Responsible: Susan Hoisington & Sheree Walker

Department or Campus: HS

Topic: Discussion and Possible Action on Exempt Courses guidance as outlined in the SHS Course Catalog

Background Information:

Attachments: UIL & SHS Information

Superintendent's Resolutions: Recommended

SHS Guidelines to Monitor UIL Eligibility in Advanced Courses

Dual Credit (DC) Orientation (Teacher and Student) at the beginning of each semester to outline:

- Expectations of the program and [Advanced Course Commitment From](#)
- Support systems at SHS and Lone Star
- Communication between teachers, students, and parents
- When to communicate with counselors
- Timeline and specific guidelines around UIL eligibility and dropping DC courses
 - At the 4th week of the semester automatic ineligibility if a student drops a DC course
- Review [Exit Guidelines](#) for advanced academic courses

Student Role and Responsibilities:

- Review and sign the [Advanced Course Commitment From](#)
- Communicate with parent, teacher, sponsor/coach, and counselor when they are struggling in a course
- Attend appropriate tutoring sessions to gain the support needed
- Advocate for themselves
- Report to Sponsor/Coach a weekly working average for DC course(s) as those will not be available in Skyward until the eligibility check (Progress Report or Marking Period time)
- Review and understand [Exit Guidelines](#) for advanced academic courses

Teacher Role and Responsibilities:

- Provide a detailed course syllabus that outlines support systems in place for students, UIL eligibility, and other areas as outlined by Lone Star
- Communicate with students and parents any time a student drops from passing to failing
- In the event of extended absence, the teacher will communicate with the Dean of Instruction and Principal for additional supports to be put in place for student success and instruction
- Communicate with Counselors of students that are considering dropping the DC course
- Maintain grades in D2L and update Skyward with the students' current working average at grade reporting periods including eligibility checkpoints, progress reporting dates, nine-week marking period dates, and final semester averages.

Counselor Role and Responsibilities:

- Teachers are to communicate with the counselor if a student is in jeopardy of failing a DC course to discuss options
 - Prior to the 4th week mark each semester
 - Prior to the drop date each semester
- Counselor conducts a face-to-face conversation with the teacher to ensure that all parties understand the areas of concern for the student(s) and the repercussions/options if a student drops or fails a DC course
 - Follow up the conversation with an email to document the conversation

- Advise/counsel students through the Advanced Academics [Exit Guidelines](#)
- Phone conversation and email follow up to document the call with a parent about the situation and any Eligibility repercussions

Sponsor/Coach Role and Responsibilities:

- Attend UIL eligibility training at the beginning of the school year and refresher at the beginning of the spring semester
- Include eligibility guidelines and discussion at the parent meeting for each UIL and extracurricular activity
- PEIMS/Secretary builds each sponsor/coach an activity list in Skyward for student monitoring purposes
- Check student progress weekly in Skyward to promote and support student accountability
- Have students report their weekly working averages in DC course(s) as those will not be available in Skyward until the eligibility check (Progress Report or Marking Period time)
- Communicate with the parent if a student is in jeopardy of losing eligibility
- Communicate with the parent if the student becomes ineligible (specifically notate timeline)

Dean of Instruction Role and Responsibilities:

- Provide UIL eligibility training for staff
- Provide DC orientation for students and teachers
- Push communication to all SHS Parents through Blackboard to inform them of upcoming UIL Eligibility loss/gain
- Develop and monitor eligibility reports for each grade check period.
- Communicate eligibility reports with appropriate staff
- Maintain waiver and grade change forms and communicate with appropriate staff about those changes.

Link to the [SHS Course Guide](#) for more information regarding all UIL Eligibility.

UIL Eligibility

Definition of Extracurricular Activities - [19 TAC Chapter 76](#)

An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by the resolution of the board of trustees. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in paragraphs (2) and (3) of this subsection.

1. In addition, an activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria apply:
 - a. the activity is competitive;
 - b. the activity is held in conjunction with another activity that is considered to be extracurricular;
 - c. the activity is held off campus, except in a case in which adequate facilities do not exist on campus;
 - d. the general public is invited; or
 - e. an admission is charged.
2. A student is ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance subject to the following requirements and limitations.
 - a. Only the criterion listed in paragraph (1)(d) of this subsection applies to the performance.
 - b. The requirement for student participation in public is stated in the essential knowledge and skills of the course.
3. A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sightreading Evaluation, may perform with the ensemble during the UIL evaluation performance.

Identification of Honors Courses

Identification of Honors Courses under [19 TAC 74.30](#)

(a) The following are identified as honors classes as referred to in the [Texas Education Code, §33.081\(d\)\(1\)](#). Concerning extracurricular activities:

- all College Board advanced placement courses and International Baccalaureate courses in all disciplines;
- **English language arts:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”
- **Languages other than English:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One),” and languages other than English courses Levels IV-VII;
- **Mathematics:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)” and Pre Calculus;
- **Science:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;
- **Social studies:** Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One).”

(b) Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purpose of this section, but must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur.

(c) Districts are neither required to nor restricted from considering courses as honors for the purpose of grade point average calculation.

The courses referenced in section (b) above do not have to be submitted to the University Interscholastic League. They may be maintained at the local school district level.

It is important to remember that school districts may voluntarily impose stricter standards than those cited in this document. Questions and/or requests for additional information should be directed to the UIL Office: info@uiltexas.org.

[TEA UIL Side-by-Side 2020-2021 \(English\)](#)
[TEA UIL Side-by-Side 2020-2021 \(Spanish\)](#)

Exempt Courses

- All College Board Advanced Placement (AP) courses
 - A grade of 60-69 must be earned to qualify for UIL exemption.
 - Grades of less than 60 in any AP course will render students ineligible for UIL participation.
- All dual credit (DC) courses offered through our partnership with Lonestar Kingwood (LSC-K)
 - A grade of 60-69 must be earned to qualify for UIL exemption.
 - Grades of less than 60 in any DC course will render students ineligible for UIL participation.
- One Pre-Advanced Placement (Pre-AP)/Honors class waiver is allowed per semester
 - A grade of 60-69 must be earned to qualify for UIL exemption.
 - Only one Pre-AP/Honors class waiver is allowed per semester.