



BOARD MEETING A

Monday, September 13, 2021
5:30 PM
Board Room
514 W. Quincy Street
San Antonio, TX 78212

AGENDA

1. Call to Order

A. Meeting Called to Order

1. Roll Call of Board Members Present and Declaration of Quorum

Present _____ Absent _____

- a. Mrs. Christina Martinez
- b. Ms. Alicia Sebastian
- c. Mr. Arthur Valdez
- d. Mr. Ed Garza
- e. Mrs. Leticia Ozuna
- f. Mrs. Patti Radle
- g. Mrs. Sarah Sorensen

2. Recording of Superintendent Present

- a. Mr. Pedro Martinez

3. Pledge of Allegiance to the U. S. Flag

4. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

B. Citizens' Presentations - 60-minute total time limit for this item

2. Recognition

A. Recognition of Students at Estrada Achievement Center and Staff at Transportation Services and Highland Park Elementary School **4**

3. Governance

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

1 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Robert Jaklich, Interim Superintendent



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5.	Closed Session	
A.	The Board will convene in Closed Session as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, and TGC 551.074)	
1.	Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)	
2.	Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification and dismissal of an employee. (TGC 551.071 and TGC 551.074)	
3.	Discussion with Superintendent on his employment and consultation with legal counsel on legal matters related to same. (TGC 551.071 and 551.074)	
4.	Consultation with legal counsel regarding pending litigation related to face covering and vaccination requirements. (TGC 551.071)	

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Sarah Sorensen, Trustee
Dr. Robert Jaklich, Interim Superintendent



B. The Board will reconvene in Open Session and take appropriate action on items discussed in Closed Session.

6. Adjournment

A. Adjournment

NOTICE:

1. The Board may go into executive session at any time during the meeting for personnel, real estate, security, school children, negotiated contracts for prospective gifts or donations, consultation and/or legal issues, or as otherwise permitted under the Open Meetings Act, as set out in Subchapter 551 of Title 5 of the Texas Government Code.
2. Recess: The Board of Trustees may recess the meeting at any time and reconvene the meeting within 24 hours. The reconvened meeting will occur at the same location as the original meeting and will address the original agenda without the need for reposting.

Any individual in need of services for the visually-impaired, the hearing-impaired, and/or non-English speakers should call the Board Services Office at 554-2289 by 12:00 p.m. on the date of the meeting.

BOARD OF TRUSTEES



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Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

3 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Robert Jaklich, Interim Superintendent

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of Students at Estrada Achievement Center and Staff at Transportation Services and Highland Park Elementary School

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Willie Burroughs, Chief Operations Officer

PRESENTER: Nathan Graf, Senior Executive Director, Transportation Department
 Gary Pollock, Principal, Estrada Achievement Center

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize students at Estrada Achievement Center and staff at Transportation Services and Highland Park Elementary School for their courageous and effective actions on providing medical care, comfort, and support to a student experiencing a medical emergency on a school bus on August 27, 2021. Because of their quick thinking and the commitment to safety, the student received the care needed and recovered from the emergency.

The individuals being recognized are as follows:

- Ayden Quinones, Student, Estrada Achievement Center
- Braden Romero, Student, Estrada Achievement Center
- Valerie Martinez, Bus Driver, Transportation Services
- Carmen Hughes, Dispatch Clerk, Transportation Services
- Robert Garcia, Dispatch Clerk, Transportation Services
- Virginia Parker, Principal, Highland Park Elementary School
- Allison Schultze, Nurse, Highland Park Elementary School
- Laura Romero, Assistant Principal, Highland Park Elementary School
- Sylvia Castillo, Administrative Assistant, Highland Park Elementary School
- Alice Meza, Data Entry Clerk, Highland Park Elementary School

The SAISD Board and Superintendent thanks these individuals for their compassion and bravery in ensuring the safety to SAISD students.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of a Resolution in Support of Superintendent Pedro Martinez’s October 15, 2021 COVID-19 Employee Vaccination Requirement**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Christina Martinez, Board President

PRESENTER: Christina Martinez
 Pablo Escamilla, General Counsel

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Resolution in support of Superintendent Pedro Martinez’s October 15, 2021 COVID-19 Employee Vaccination Requirement.

On August 20, 2021, Superintendent Martinez issued a requirement that all District employees be fully vaccinated by October 15, 2021. Mr. Martinez’s requirement falls within his statutory powers and responsibilities to manage the day-to-day activities of the District and its employees. By the Resolution, the Board of Trustees for the San Antonio Independent School District desires to express its support for Superintendent Martinez’s efforts to maintain an environment that is safe and secure for all District students and employees. This Resolution also reasserts the Board’s action of August 16, 2021 where it requires that any person coming onto District property wear appropriate face coverings to prevent the spread of the deadly COVID-19 virus.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the attached Resolution as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
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San Antonio Independent School District

A Resolution Reasserting Previous Action by the Board of Trustees Requiring the Use of Face Coverings of All Individuals Entering Any School Premises for the Duration of the COVID-19 Pandemic and in Support of the Superintendent of Schools' Requirement that All District Employees, Not Otherwise Exempt by Law, Be Fully Vaccinated by October 15, 2021

WHEREAS, the Board of Trustees for the San Antonio Independent School District has the lawful and exclusive power and duty to govern and oversee the management of the public schools of the District;

WHEREAS, the Board of Trustees recognizes that the COVID-19 pandemic and, in particular, the highly-contagious Delta variant, poses a significant health risk to all District students and their parents, teachers, and support personnel and their families;

WHEREAS, the Board of Trustees further recognizes that the COVID-19 pandemic hinders in-person instruction, which the Board of Trustees recognizes is essential to student academic progress and social development;

WHEREAS, the Board of Trustees must provide a safe and appropriate learning environment for all children residing within its boundaries, not only because it is mandated by state and federal law, but simply because it is the right thing to do;

WHEREAS, the Board of Trustees finds that guidelines from local and federal authorities provide reasonable and prudent measures to end the COVID-19 pandemic, reduce the transmission of COVID-19, help create a safe in-person learning environment, and mitigate quarantines and disruption;

WHEREAS, the Centers for Disease Control and Prevention further recommends, due to the highly-contagious Delta variant, universal indoor masking for all staff, teachers, students, and visitors in K-12 schools, regardless of vaccination status;

WHEREAS, the Centers for Disease Control and Prevention further recommends COVID-19 vaccinations and boosters as the leading public health prevention strategy to end the COVID-19 pandemic and help schools safely return to in-person learning and activities;

WHEREAS, the Board of Trustees firmly asserts that it has a legal, ethical, and moral obligation to ensure the safety and welfare of all students and employees in its schools;

WHEREAS, at its Regular Meeting of August 16, 2021, the Board of Trustees adopted a requirement that all students, parents, employees, and visitors wear face coverings at all times when on District property;

WHEREAS, Superintendent Pedro Martinez, on August 20, 2021, in a letter of clarification to all employees under his management authority, issued a requirement that, subject to approval by the U.S. Food and Drug Administration of a vaccine, all employees, with the exception of those employees with legally-recognized exemptions, receive full vaccination by October 15, 2021;

WHEREAS, on August 23, 2021, the U.S. Food and Drug Administration approved the Pfizer-BioNTech COVID-19 Vaccine, now marketed as “Comirnaty” [koe-mir'na-tee], for the prevention of COVID-19 disease in individuals 16 years and older with the vaccine continuing to be available under emergency use authorization for children between the ages 12 to 15;

WHEREAS, the Board of Trustees finds that the action taken by this Board on August 16, 2021, to require face coverings and that taken by Superintendent Pedro Martinez on August 20, 2021, to require employee vaccinations by October 15, 2021, are motivated by the strong desire to provide an environment where safety and security are the norm, as opposed to one where the fear of looming illness or death is a constant concern; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees for the San Antonio Independent School District reasserts its requirement of August 16, 2021, that all students, parents, employees, and visitors wear face coverings at all times when on District property; and

BE IT FURTHER RESOLVED that the Board of Trustees supports the requirement established by Superintendent Pedro Martinez that all District employees, with the exception of those with legally-recognized exemptions, receive full COVID-19 vaccination by October 15, 2021, and any other measures within his authority to protect District students and employees.

Approved and executed this 13th day of September, 2021.

Christina Martinez, President
Board of Trustees

Attest: _____
Art Valdez, Secretary
Board of Trustees

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on SAISD’s Response to the Ongoing COVID-19 Crisis and Associated Expenditures

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Pedro Martinez, Superintendent

PRESENTER: Pedro Martinez

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive an update on SAISD’s Response to the Ongoing COVID-19 Crisis and associated expenditures, if applicable.

On March 17, 2020, SAISD Trustees approved a resolution giving the Superintendent authority to take reasonable action to address the needs of students and employees during the COVID-19 crisis. Several District administrators will provide updates and highlights of the District’s efforts.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Presentation of 2020-2021 Stakeholder Survey Data

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Beth Jones, Senior Executive Director, SEAD & Restorative Practices
Tori Austin, Director, TIF Grant
Elsa Griffin, Director, Family and Community Engagement

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will be provided with an overview and key insights on stakeholder surveys administered during the 2020-2021 school year. The surveys included in this presentation are the Student Bill of Rights Survey (students), Insight Instructional Culture Survey (teachers), Student Social-Emotional-Academic Survey (students), Family Experience Survey (families), and ESSER (families and staff).

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the 2021-2022 SAISD Student Code of Conduct

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Beth Jones, Senior Executive Director, Restorative Practices & Family Support Services

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

As required by the Texas Education Code, the Board of Trustees must adopt the Student Code of Conduct for the District at the beginning of each school year. The 2021-2022 Code of Conduct is presented with the following changes:

- Changes to the Student Bill of Rights
- Resource links expanded for restorative practices on pages 11 and 12
- Expanded and updated classroom management strategies, grouped under the associated trauma informed care strategy, include videos or resources for each starting on page 13
- Addition of information on where to report violations of prohibited techniques on page 19 (highlighted)
- New Parent Resource section starting on page 20
- Language in codes has been edited to reduce wordiness and align the code on pages 34 and 36 (highlighted)

Minor revisions throughout have been struck through or highlighted.

The Code of Conduct is published and posted on the District website. The Code of Conduct will be distributed to all parents, students, and professional staff members who request a paper copy.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board of Trustees approve the 2021-2022 SAISD Student Code of Conduct.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
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STUDENT

BILL OF RIGHTS AND CODE OF CONDUCT



2021 - 2022

STUDENT

BILL OF RIGHTS and CODE OF CONDUCT

WE THE STUDENTS of San Antonio Independent School District, in order to form a more perfect school district, have established the Student Bill of Rights. The Student Bill of Rights is a statement of beliefs that lends clarity to what students believe to be ethical treatment. The following Student Bill of Rights provides the student perspective on their academic, disciplinary, and social rights at school:

- 01 Right to a safe, caring, welcoming, and **bully-free** school environment
- 02 Right to support for student learning with a safe space to make mistakes at school, especially when students are struggling; failure is supported and not judged
- 03 Right to a school where students are accepted regardless of background or Differences and supports the exploration and expression of identity (race, color, religion, national origin, age, sex, linguistic and cultural identity, gender identity, gender expression, sexual orientation, or disability)
- 04 Right to student voice: students’ ideas and opinions are heard and considered, and students are given an opportunity for self-expression
- 05 Right to a school environment that **accommodates students’ individual social, emotional, and academic needs and recognizes their different abilities, and supports the exploration and expression of identity- elevates their different abilities**
- 06 **Right to be informed about and educated on disciplinary and use of force policies in operation at their school** Right to mental health support and resources
- 07 **Right to consistent and equitable discipline practice** Right to transparent and equitable discipline practice for all students without discrimination based on race, color, religion, national origin, age, sex, linguistic and cultural identity, disability, gender identity, gender expression, or sexual orientation
- 08 Right to have counselors who assist students to take coursework and access resources and classroom instruction that lead to college readiness
- 09 **Right to a variety of** healthy and nutritious food
- 10 Right to equal access to sports and extracurricular activities

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Student Code of Conduct

PURPOSE

The San Antonio Independent School District (SAISD) has adopted the Student Code of Conduct (SCOC) to promote and maintain a positive, safe, and effective learning environment for students and adults. This environment is created and maintained by adults who respond to student behavior in a way that improves the student's ability to successfully navigate the social and academic environment at school. At the foundation, everyone's rights must be treated with respect. The SCOC articulates the behavior that is not allowable at school or school-affiliated functions or events, on school grounds, or on District transportation so that students and adults are knowledgeable about expectations and standards of behavior. The SCOC is adopted by the District's Board of Trustees and has the force of policy. In case of a conflict between the SCOC and the student handbook, the SCOC will prevail. Once the SCOC is promulgated, any subsequent changes or amendments must be approved by the Board of Trustees. During any periods of instruction during the summer months, the Parent-Student Handbook and SCOC in place for the year immediately preceding the summer period shall apply, unless the District amends either document, or both documents, for the purposes of summer instruction. The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to those laws. This Code of Conduct applies to all students in the San Antonio Independent School District whenever the interest of the District is involved, on or off school grounds, in connection with or independent of classes and school-sponsored activities.

If you have difficulty accessing the information in this document because of disability, please contact the following staff:

Beth Jones: ejones@saisd.net

Darnell White: dwhite@saisd.net

Office of Social, Emotional, and Academic Development and Restorative Practices: (210) 354-9565

FORMAT

This Student Code of Conduct is designed to outline restorative responses to student behavior that lead to students' social, emotional, and academic development. Sections I through III provide resources and information on Social, Emotional, Academic Development (SEAD) to include restorative practices, Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems and Supports (MTSS), and trauma-informed care; they also cover students with disabilities, as well as disproportion and the use of discretionary exclusionary disciplinary practices such as out-of-school suspension. The intent of the SCOC is not only to delineate those behaviors that are infractions of the Code of Conduct, but also to provide strategies, resources, and techniques that teach and support the acquisition of more adaptive behavior.

In accordance with state law, section IV defines misconduct that may—or must—result in a range of disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code

CODE ACCESSIBILITY

The Section 504 and Dyslexia Department of SAISD provides sign language interpreters upon request for parents/guardians or community members needing this accommodation for campus meetings or events. Parents or guardians who need to request an American Sign Language (ASL) interpreter should call (210) 554-2570 between 48 and 72 hours before the need for the interpreter. You may contact the Disability Services Department by emailing Cindy Sosa at csosa2@saisd.net. You may also contact the school principal or campus 504 coordinator. The department is open Monday through Friday, 8:00 a.m. to 4:30 p.m. If you know of a parent or guardian who needs these services, please contact the number above and discuss the circumstances with the Disability Services Department. In accordance with state law, the Student Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the SCOC will be available at the office of the campus behavior coordinator and posted on the District's website. Students may request a copy of the Parent-Student Handbook, which includes the SCOC, at the beginning of the school year. The SCOC will be provided to all teachers, new professional employees, students who are enrolled after the beginning of the school year, parents, and any other person upon request. Each student, teacher, and parent annually must sign a statement that they have read and have access to the SAISD Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.

"Parent" Defined: Throughout the SCOC and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

In accordance with Education School District Authority, SAISD rules and the authority of the District to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation
2. During lunch periods in which a student is allowed to leave campus
3. While the student is in attendance at any school-related activity, regardless of time or location
4. For any school-related misconduct, regardless of time or location
5. When retaliation against a school employee, Board member, or volunteer occurs or is threatened, regardless of time or location
6. When a student engages in cyberbullying, as provided in Education Code 37.0832
7. When criminal mischief is committed on or off school property or at a school-related event
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line
9. For certain offenses committed while on school property or attending a school-sponsored or school-related activity of another district in Texas
10. When a student commits a felony as provided by Texas Education Code Section 37.006 or 37.0081
11. When a student is required to register as a sex offender

The following guidelines delineate standards of expected behavior and are incorporated into each campus's school rules.

- Follow campus and classroom rules.
- Treat other students and adults with courtesy and respect.
- Accept responsibility for actions and behavior.
- Attend all classes, regularly and on time.
- Be prepared for each class with appropriate materials and assignments.
- Adhere to standards of dress and grooming as outlined in the dress code.
- Refrain from posting threatening messages on social media outlets directed at students, parents, staff, or school property.
- Actively support and assist the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - i. Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense.
 - ii. Responsibly informing staff of conduct violations by others.
 - iii. Immediately submitting prohibited items to staff or informing staff of location of prohibited items upon discovery.
- Adhere to the requirements of the Student Code of Conduct.

It is the policy of San Antonio Independent School District not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, or disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and SAISD's Board policies DIA, FFH, and FFI.



SECTION I: RESPONSIVE PRACTICES

IT IS A PRIORITY OF THE SAN ANTONIO INDEPENDENT SCHOOL DISTRICT FOR STAFF TO IMPLEMENT A RESTORATIVE AND INSTRUCTIONAL APPROACH USING EVIDENCE-BASED BEST PRACTICES TO RESPOND TO STUDENT BEHAVIOR. THROUGH THE USE OF PROVEN BEHAVIOR TECHNIQUES, INTERVENTIONS, AND SUPPORTS, THE ROOT CAUSES OF A STUDENT'S MALADAPTIVE BEHAVIOR CAN BE IDENTIFIED AND AN APPROPRIATE PLAN FOR TEACHING NEW BEHAVIOR ESTABLISHED.

Social, Emotional, and Academic Development (SEAD)

SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child and uses SEAD as a framework to house a variety of practices that facilitate this development. SEAD is the integration of all learning dimensions into the educational experience in support of positive outcomes for students through whole-child development. Social, emotional, and cognitive/academic dimensions are all imperative to long-term success, as they are intricately connected in the way students learn and experience the world and are mutually beneficial and mutually reinforcing in the educational environment. SAISD approaches this work through three essential elements: culture and climate, explicit instruction, and integration.

Relationships and interactions between students and adults, among students, and among adults, as well as rich curriculum and instruction and well-rounded enrichment opportunities, are important facets of a healthy educational setting that promotes positive growth and development. “A climate of mutual respect strengthens student belonging and engagement in the social and academic aspects of the learning experience” (The Aspen Institute: Education & Society Program, March 2019). Since learning has its roots in relationships, the District adopted the University of Chicago’s Consortium on School Research’s four learning mindsets to cultivate in students:

- Do all students feel they belong in this community?
- Do all students feel they can succeed?
- Do all students feel that their ability and competence will grow with effort?
- Do all students feel that their work has value?

“For students to be able to devote all their internal resources to learning, schools must create affirming climate, mitigate implicit bias, and advance positive counter-narratives that support every young person in developing a healthy, integrated identity” (The Aspen Institute: Education & Society Program, March 2019).

SEAD Competencies

SEAD competencies and the curriculum and activities that support them are important elements in a comprehensive approach to effective SEAD programming. Current research indicates that establishing common language and student competencies provides integral focus, emphasizing the importance of specific skills and supporting educators in integrating application experiences into other core areas of instruction (Osher et al., 2008). Additionally, SAISD SEAD competencies codify that the skills represented are a core component of our educational mission to support student success.

SAISD focuses on building student capacity across three domains:

1. Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self and an ability to assess and respond to needs and build upon strengths
2. Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles
3. Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate effective decision-making and attainment of short- and long-term goal

Educational equity is inextricably linked to SEAD. In order to achieve full and equal opportunities for every student to succeed in life, it is essential to prepare for college, military, and career, which requires knowledge and skill development across all learning dimensions. All students must have access to the appropriate resources aligned to their needs, robust academic opportunities, and rich experiences needed to develop agency and identity through the many phases of child and adolescent development

(Osher et al., 2008).

School-Home-Community Collaboration

SAISD recognizes that many factors both inside and outside the school building impact students. Our goal is to provide support and services for students and their families to ensure that all students grow and have their needs met and that behaviors/actions requiring disciplinary action are prevented.

Cultivating Positive Relationships

An abundance of research and evidence demonstrates that positive relationships support learning. When our communities, schools, and homes are positive, welcoming environments where students feel connected to others, students are healthier and happier, more likely to succeed, and less likely to act out in ways that disrupt the learning environment.

School-to-Home Connection

- Use Strategic Listening — help your child identify and label feelings, values, and topics that may need processing. Show your child you understand. Listen with sincere concern to create positive relationships and build trust between your child and others.
- Ask open-ended questions. For example, say “What was that like for you?” or “Tell me more about that.” This elicits more than a “yes” or “no” response and helps your child tell their story.
- Use Reflective Listening — reflect back the feelings you hear or see. When intervening in a conflict, get the attention of an upset person by stating the feelings you hear/see in a nonjudgmental way. For example, say “I see that your fists are clenched. Are you upset?” or “It sounds like you are feeling hurt.” Let your child tell the story — say just enough to help.
- Help your child problem-solve disputes. Use nonjudgmental language and remain calm and neutral. Ask open-ended questions and use reflective listening to help your child process what happened. Trust that with guidance your child will identify a solution that works.
- Find ways for your student to engage on campus. Students who feel connected to school are more likely to succeed in the classroom and complete high school while simultaneously being less likely to engage in dangerous, self-injurious, disruptive, and/or antisocial behavior (Blum, 2005).

If you suspect your child needs additional help with his/her behavior, contact your child’s teacher, school counselor, or principal to request a conference to discuss your concerns.

School Practices for Establishing Positive Relationships

SAISD schools employ many strategies for establishing and cultivating positive relationships, including classroom greetings, project-based learning (PBL), group work and projects, think-pair-share activities (students partner with a peer to process their learning), Peace Area/Cool-Down Zone, and many more. Two important structures we are working to implement across our schools are highlighted below:

- Morning Meetings or Community Circles (PK–12): the teacher and students come together for one of two purposes: to build community at a relatively peaceful time or to resolve conflict. During this time, students engage in activities that build understanding within the group and between individuals. This provides a place for students to find common ground and appreciate the richness diversity brings to the class.
- Student Advisories (secondary): Students meet with an adult adviser daily, weekly, or at other regularly scheduled intervals. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, and hone communication skills. Student Advisories offer students emotional support, and opportunities to cultivate positive peer relationships and offset peer pressure during adolescence.

Intervention Strategies and Frameworks

SAISD schools purposefully cultivate climate to honor student identities, reflect the distinct spirit of the community, promote the importance of positive, healthy relationships, and meet students where they are. We are committed to providing a safe, supportive school environment for all students, families, communities, and staff by employing prevention and intervention strategies that help students grow in their social, emotional, and behavioral skills. These may be used prior to or in addition to any disciplinary response to student behaviors that are not conducive to a positive, productive learning environment.

Examples of positive intervention strategies and frameworks include the following:

Intervention	Restorative/Academic Benefit	Factors to Consider
Community Service	Allows students to participate in an activity to serve and benefit the community.	Examples: Cleaning up public spaces; writing letters to troops.
Conference	Involves students, parents, teachers, school staff, and principals discussing student behavior and potential solutions that address social, academic, and personal issues related to the behavior.	<ul style="list-style-type: none"> —Chance to invite parents or guardians to engage in a constructive process to address student misconduct, encourage student cooperation and problem-solving. —Can occur at school or at the parents' home.
Conflict Resolution	Empowers students to take responsibility for peacefully resolving conflicts.	Students, parents, guardians, teachers, school staff, and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Mentoring Program	Pairs students with mentors (a counselor, teacher, student, or community member) who help with social, emotional, and academic development.	Works in conjunction with other methods to provide additional guidance for students in need of further support. Mentor selection is important. There must be a mentor orientation regarding roles/responsibilities.
Parent Outreach	School staff inform parents or guardians of their children's behavior and seek their assistance in addressing inappropriate or disruptive behavior.	Outreach made in writing or by telephone is intended to make parents aware of students' behavior, progress, task completion, and achievement.
Peer Mediation	A form of conflict resolution in which students help other students deal with and develop solutions.	Student who will facilitate the mediation must be a neutral party that all students agree to as the facilitator.
Counseling (substance abuse)	Occurs for substance abuse–related behavior, or when there is reason to believe this counseling is needed.	Services can be school- or community-based.
Counseling (mental health)	Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and tutoring.	Referral to school-based health clinics, mental health clinics, and community-based organizations.
MTSS Team	When student behavior requires intervention, the MTSS Team develops a plan of action.	<p>May consist of teachers, principals, counselors, social workers, and parents; may also include nurses, mental health clinicians, psychologists, and external representatives who help develop prevention/ intervention techniques and alternative strategies leading to student success. Based on current behavior research, SAISD uses check-in/check-out, Social Skills Instruction, and a Daily Behavior Report Card as our standard Tier 2 and 3 interventions.</p> <p>See the MTSS section of the handbook to learn more.</p>

District SEAD Implementation

Social, emotional, and cognitive/academic dimensions are all imperative to the development of the whole child and long-term success. San Antonio Independent School District is working in three essential areas to move this work forward:

Culture & Climate

- Adult Mindset – Targeted professional development and mindset work takes place in areas such as cultural and linguistic competence, implicit bias, trauma-informed care (TIC), adverse childhood experiences (ACEs), equity, and parent communication.
- Evidence-based behavioral/social-emotional systems or approaches such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP), Trust-Based Relational Intervention (TBRI), Conscious Discipline, and Capturing Kids' Hearts are implemented with fidelity and continuously modeled by the adults in the building, creating a welcoming school environment and sense of community.

Explicit Instruction

- Social-emotional learning competencies and common language are established.
- Scaffolded, developmentally appropriate explicit instruction is taught, modeled, practiced, and reinforced over time.

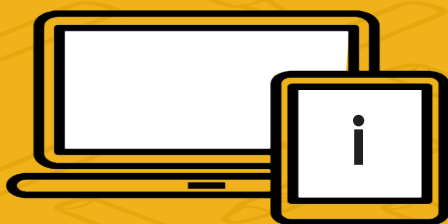
Integration

- Curriculum and instruction across content areas reinforce the social-emotional learning competencies and provide opportunities for practice and refinement.
- There is evidence of the social-emotional learning competencies in all policies, procedures, language, supports, organization, student work, and stakeholder interaction.

Each campus identifies area(s) of priority to focus their SEAD work and selects from an array of best practice professional development and approaches aligned to their needs and campus community. The best practices share common components that support the three essential elements. This ensures that while different approaches are being used based on the style and needs of the campus, the components and essential elements are aligned to the vision of SEAD and ultimately supports the vision of SAISD.

Evidence-Based behavioral/social-emotional systems or approaches are implemented with fidelity and continuously modeled by the adults in the building, creating a welcoming school environment and sense of community. SEAD strategies are reflected in classroom management and behavior intervention strategies. SEAD frameworks and strategies include, but are not limited to:

- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices (RP)
- Conscious Discipline
- Trauma Informed Care
- Social Emotional Learning (SEL) Curriculums



FOR MORE INFORMATION ON SEAD

Free social emotional learning training modules: modules.sanfordinspire.org/

Contact Dawn Kulpa: dkulpa1@saisd.net

Visit SEAD website: saisd.net/main/index.php?option=com_content&view=article&id=7264&Itemid=0

Contact the office of SEAD: (210) 554-2521

Other resources:

[Helping Children Cope During COVID](#)

Positive Behavior Intervention and Supports (PBIS)

SAISD endorses a systems approach that fosters a positive school climate and culture through proactive strategies that lead to the development of social-emotional and academic learning. This approach leads to an increase in student engagement by creating a supportive environment that explicitly teaches and nurtures positive behavior. This is an essential component for supporting the District's vision of graduating all students and preparing them for success in postsecondary education, career, or military.

PBIS is a three-tiered framework **under the umbrella of Social, Emotional and Academic Development (SEAD)** that focuses on a prevention-oriented process that supports the needs of a students and staff by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for *all* students (pbis.org). The first tier provides universal interventions schoolwide, the second tier focuses on small-group support, and third-tier interventions are targeted to meet the unique needs of a specific student. The PBIS framework is a type of Multi-Tiered System of Support and falls under the SEAD framework umbrella. PBIS creates a learning environment where students, staff, and families feel appreciated, safe, and respected.

Fundamental PBIS District-Level Goals

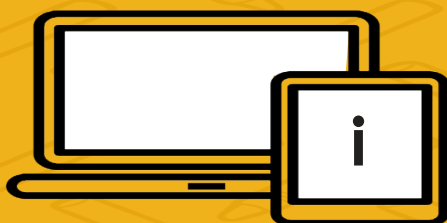
- Promote positive and safe school systems, where students are taught norms/expectations that are practiced/reinforced.
- Provide access to wraparound services and partnerships with parent, school, and community for behavioral change of students experiencing severe behavioral problems.
- Promote interventions that are data-driven and specifically planned for behavioral change in students experiencing academic and behavioral difficulties.

PBIS Strategic Objectives

- District-wide expectations that are clearly stated in every SAISD school and office.
- Interventions that align with the District's vision to include social-emotional learning, equity, and restorative practices.
- Collection and use of District data to increase prosocial behavior and academic success.
- School community collectively contributes to creating a positive school climate that includes frequent opportunities for student success and recognition.

Tiered Systems of Support Through a PBIS Lens

- **Tier 1** PBIS approach that involves universal school-wide and classroom restorative interventions and assigned consequences that promote academic and social and emotional well-being of all students. Teachers should use prompts, proximity, positive directives, reminder of expectations, one-on-one conference during class time.
- **Tier 2** PBIS approach that involves restorative interventions and assigned consequences that are geared toward a small group of students who have not reached success through universal practices. Conference outside the classroom, check-in/check-out, and small-group counseling/social skills.
- **Tier 3** PBIS approach that involves restorative interventions and assigned consequences that are geared toward students who have not reached success with tier 2 interventions. Intensive crisis plan/behavior intervention plan (BIP), individualized behavior contract, check-in/check-out, individual time with the counselor/mentor.



FOR MORE INFORMATION ON PBIS

Contact Barbie Parham: bparham@saisd.net

Contact Ignacio Valdez: ivaldez1@saisd.net

Contact the campus behavior specialist

For District employees: livesaisd.sharepoint.com/sites/pbis/SitePages/Home.aspx

Office of Special Education Services: (210) 225-2406

PBIS websites with resources: (1) pbis.org/ (2) pbisworld.com/

Restorative Practices

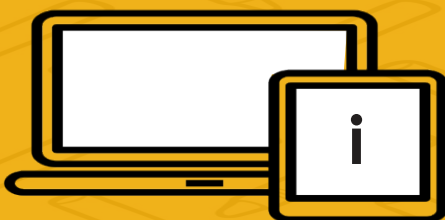
Under the umbrella of Social, Emotional and Academic Development (SEAD) restorative practices are a school-wide approach to building healthy relationships and a sense of community campus-wide. This approach establishes a positive school climate by addressing student behavior that proactively promotes positive relationships, encourages belonging over exclusion, uses social engagement to address conflict, and emphasizes meaningful accountability instead of punishment.

Restorative justice programs and practices have been shown in multiple schools and districts nationally to reduce suspensions and violence ([Dignity in Schools, 2012](#)). In a study by Guckenburg et al. (2016) restorative practices were shown to rapidly decrease suspensions and expulsions. Additionally, these practices can reduce disproportion in the use of exclusionary discipline practices and the effects of zero tolerance, leading to an interruption of the school-to-prison pipeline (Guckenburg et al., 2016).

The following chart provides an example of how restorative practices can be used to address behaviors across the different levels in the Student Code of Conduct.

Level 1 Offenses TEACHER MANAGED	Level 2 Offenses ADMINISTRATIVE REVIEW	Level 3 Offenses INTENSIVE INTERVENTIONS
<p>Purpose: Preventative or proactive techniques used in the classroom that are teacher managed to encourage student cooperation and avoid student-teacher & peer-peer conflict.</p> <p>Goal: Through the process of building relationships, teachers can gain student cooperation self-reflection and help promote self-awareness.</p>	<p>Purpose: Individualized strategies to prevent destructive or damaging patterns of behavior that negatively affect academic performance.</p> <p>Goal: Strategies are centered around individual needs and how to support the needs of the parties involved in order to gain student cooperation and provide conflict resolution through a consensus agreement.</p>	<p>Purpose: Address conflict, repair harm, and promote healing. This process is necessary to mend relationships and address the needs of all who have been affected.</p> <p>Goal: Through the process of repairing harm, campus community can restore the relationship to gain student cooperation and to encourage accountability. Resolving conflict is beneficial for maintaining a safe environment for the student to learn and grow.</p>
<p>Restorative Chats: Statements and short conversations that address harm by using <i>Restorative Language</i> such as “I” statements (e.g., “I want everyone to feel safe here.”) and restorative questioning to help manage conflict. English Template Spanish Template</p> <p>Respect Agreement: Developing classroom norms to help create a constructive and cooperative classroom environment. Creating agreements with students build trust and promotes accountability. Lesson Plan English Lesson Plan Spanish</p>	<p>Student/Teacher Contracts: Written agreement of expectations between a student and a teacher directed toward motivating the student to accept accountability through self-reflection and awareness.</p> <p>Skill-Building Techniques: Builds skills essential to a student’s success and accountability in school and community.</p>	<p>Restorative Conference: A meeting between the student and those harmed by the student’s actions to deal with the wrongdoing and best decide on how to repair the harm</p> <p>Conflict Circles: Used to resolve everyday conflicts among students by learning active listening, facilitation, and problem-solving skills. Using restorative questioning to navigate the circle process will help encourage student accountability and repair harm caused</p>

Level 1 Offenses TEACHER MANAGED	Level 2 Offenses ADMINISTRATIVE REVIEW	Level 3 Offenses INTENSIVE INTERVENTIONS
<p>Talking Circles: Used to explore a topic and engage conversations to form bonds of trust inside the classroom. Talking circles do not address conflict and do not attempt to reach a consensus on a particular topic. English Template Spanish Template</p> <p>English Script for Virtual Spanish Script for Virtual</p> <p>Community Circles: Provides an opportunity to build positive relationships between students and the teacher. It is a structured process of communication that is designed to create a safe space for all voices to be heard. English Template Spanish Template</p> <p>Resource Guide</p> <p>Cool-Down Spots: Provides a space and an opportunity for the student to gather their thoughts, relax, and calm down. Helps students adhere to classroom norms and allows time for self-reflection. English Video Spanish Video</p>	<p>Optional Internal Mentor Assignment: A staff member on campus that the student trusts will meet with him/her as needed</p> <p>Support Circles: Address students' needs when issues arise. The agreements developed provide a plan of action for next steps on how to provide support moving forward</p> <p>Peer Conflict Circles: Involves all students affected by the incident and provides an opportunity to problem-solve and mend relationships</p> <p>Family Conference Circles: Includes family members and others who can "influence" the student</p> <p>(Including strategies in Level 1)</p>	<p>Internal Mentor Assignment: A staff member on campus whom the student trusts and is willing to meet with routinely</p> <p>Reentry Circles: Welcomes a student back into the school after a period of absence to help the student be successful. This process invites adults within the home school community to help create an action plan for the students' advancement and accountability moving forward</p> <p>(Including strategies in Levels 1 & 2)</p>



FOR MORE INFORMATION ON RESTORATIVE PRACTICES

Contact Barbie Parham: bparham@saisd.net
 Contact Desiree Carney: dcarney1@saisd.net
 Office of Special Education Services: (210) 225-2406
 Restorative Practices website: umojacorporation.org/our-approach/restorative-justice/

CLASSROOM MANAGEMENT SYSTEM

Each teacher shall establish a classroom setting that implements effective classroom management practices, including rules or expectations for classroom behavior. Most student behavior can be managed in the classroom, and the establishment of an effective classroom management system should enhance student learning while decreasing violations of classroom rules and the Code of Conduct. Violations of classroom rules should first be viewed as an opportunity for teaching. The teacher **must** consider whether it is one student or many students who are not following a rule. If there are many students who are not adhering to the classroom expectation or rule, it is likely that the rule or expectation needs to be retaught, practiced, and then reviewed regularly until students are complying without frequent reminders. If it is a single student, then the student may require the rule to be retaught or more practice or a strategy in order to be able to meet expectations.

The teacher should consider whether the student has the skill or ability to comply with the rule that is being violated. For example, a student with a higher need for movement may have difficulty staying seated. Developmentally, boys have a greater need for movement while learning in the elementary years (Gurian, M., 2001). The teacher may need to develop some strategies that **provides students** the opportunity to move and still meet the expectations of the teacher. When a student violates a rule established by the teacher, the teacher will determine whether an office discipline referral is an appropriate response based on the severity of the behavior. Level I infractions are managed in the classroom and the teacher may document the behavior and strategies used to respond to the behavior, or the teacher may choose not to document the incident. A written discipline referral to the campus administrator shall not be required.

Teachers shall employ Positive Behavior Interventions and Supports (PBIS) or Restorative Practice strategies as recommended by SAISD. To the extent that there ever appears to be a conflict between PBIS rules/Restorative Practices strategies and the Student Code of Conduct, the Student Code of Conduct shall prevail.

In alignment with TEC §38.036, teachers and administrators must implement trauma informed practices. Strategies for trauma informed practices are included in the table below. These classroom management strategies are grouped by the trauma informed strategy with which they are aligned.

Classroom consequences are typically determined by the classroom teacher, while administrative consequences are determined by the campus administrator. The types and order of consequences are subject to teacher and administrator discretion, as applicable. School staff may use other consequences that are not listed below, as long as such consequences are clearly communicated to students prior to their use **and are not state or SAISD prohibited techniques**. School staff desiring additional resources for discipline management are encouraged to seek assistance from their campus PBIS team.

The following techniques may be used—alone, in combination, or as part of progressive interventions—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules. The list below is not exhaustive. Please contact your campus behavior specialist, behavior coordinator, or PBIS team for additional responses, strategies, and techniques.

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Trauma Informed Strategy: Establish positive relationships with all students and cultivate those relationships daily				
2 Minute Connection English Video Spanish Video	Students and teacher generate questions. When done daily, the students are able to quickly discover many things about one another.	<ul style="list-style-type: none"> Have students generate one question on index card 1x per week 	<ul style="list-style-type: none"> The students and teacher stand up, the teacher randomly draws 1 or 2 questions, the students then quickly answer the questions Allow for non-participation 	
60 Second Relate Break English Video Spanish Video	Teacher builds a 60 second break into their classes to allow for students to discover more about their peers. Teacher and students answer questions generated by students and teacher.	<ul style="list-style-type: none"> Determine format for soliciting responses Consider if will use as a state change activity Can use applied improv activities such as “Come over here if...” 	<ul style="list-style-type: none"> Can be implemented between activities 	
		25		

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Ratio of Interactions English Video Spanish Video	Use of more positive (both contingent and non-contingent) interactions than negative/corrective interactions. Ideal ratio is 3 positive for every 1 negative/corrective interaction.	<ul style="list-style-type: none"> At least 3 to 1 ratio of positive interactions to corrective interactions 	<ul style="list-style-type: none"> Look for opportunities to recognize the whole class or individual students for demonstrating expected or desired behavior 	<ul style="list-style-type: none"> Look for opportunities to recognize the whole class or individual students for demonstrating expected or desired behaviors
Respect Agreement or Norms Lesson Plan English Lesson Plan Spanish	A tool used to help create a constructive cooperative classroom community.	<ul style="list-style-type: none"> Participate in Restorative trainings on establishing Norms-Restorative Respect Agreements for the classroom Prepare a lesson plan to discuss and define how the class will Treat and Respect each other (requires student input) Discuss what respect should look like in the classroom Allow enough time to complete the agreement 	<ul style="list-style-type: none"> Implement lesson plan Respect Agreement Lesson Plan example: 	<ul style="list-style-type: none"> Teachers should review the agreement on a weekly basis.
90 Second Spark English Video Spanish Video	Plan for positive interactions (sparks) to take place on a daily basis. Can be used as an activity when students enter the room. Provides a quick 90 second activity for students to interact teacher and peers in a positive manner.	<ul style="list-style-type: none"> Determine how students will be greeted Examples are: high five special handshake, question of the day		
2:10 Scheduled Attention English Video Spanish Video	Used to strengthen the relationship with a student.	<ul style="list-style-type: none"> Spend 2 minutes a day for 10 consecutive days having non-contingent conversation Use "I Notice Statements" Make unforced eye contact and positive body language that communicates trust and interest Use the student's name 	<ul style="list-style-type: none"> These conversations best occur outside of instructional time during transitions or before or after instruction 	
Restoration or Restitution English Video Spanish Video	The student has the opportunity to repair or restore relationships where harm occurred	<ul style="list-style-type: none"> Explain the concept of restoration and let the student know that together the teacher and the student will develop a solution 	<ul style="list-style-type: none"> Ask the restorative questions associated with this strategy (see video link at left) Assist the student to devise a plan to repair the harm 	<ul style="list-style-type: none"> Follow-up with the student on the progress of the restitution and any other actions that need to be taken as part of the student's plan to repair the harm

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Talking Circle English Template Spanish Template English Script for Virtual Spanish Script for Virtual	This is used to explore a topic and engage conversations to help bonds of trust in a classroom. Talking circles do not address conflict and do not attempt to reach a consensus on a topic.	<ul style="list-style-type: none"> Participate in Restorative Circle training prior to facilitating a Talking Circle – It is recommended that teachers have exposure to circles during PLC's and professional training prior to facilitating in the classroom Teachers should prepare a Circle lesson plan prior to the circle – organize 3-5 topic questions to discuss in the content portion and plan for 15-30 minutes to complete the circle 	<ul style="list-style-type: none"> Follow each step of the lesson plan during the circle session. Talking Circle Lesson Plan Template: Talking Circle Lesson Plan example: 	<ul style="list-style-type: none"> A follow-up circle is not required for Talking Circles as the topics do not address conflict or reach agreements. However, teachers may plan for a continuation of a particular topic if the students enjoyed the discussion in the circle.
Community Circle English Template Spanish Template English Resource Guide	This is used to build relationships and create supportive environments where people feel safe and have an opportunity to hold one another accountable.	<ul style="list-style-type: none"> Participate in Restorative Circle training prior to facilitating a Community Building Circle Teachers should prepare a Circle lesson plan prior to the circle – organize 3-5 topic questions to discuss in the content portion and plan for an entire class period to complete the circle 	<ul style="list-style-type: none"> Follow each step of the lesson plan during the circle session. Community Circle Lesson Plan Template: UMOJA Community Building Circle Resource Planning Guide: 	<ul style="list-style-type: none"> A follow-up circle with the students may be necessary depending on the content. Teachers may plan for continuation of a topic if the students enjoyed the discussion in the circle
Trauma Informed Strategy: Establish clear, predictable routines, rules and expectations and implement them consistently				
Classroom Expectations English Video Spanish Video	Classroom expectations describe specific and observable behavior that students are expected to exhibit.	<ul style="list-style-type: none"> Rules are aligned to campus guidelines Rules are clearly posted and visible from any location in the room Create 3-5 rules Rules are aligned to campus guidelines 	<ul style="list-style-type: none"> Embed reminder of rules into activities, especially rules that are particularly relevant for the activity or that students tend to have trouble following 	<ul style="list-style-type: none"> Review rules daily or weekly, depending on how well the class is following the classroom rules Use class-wide motivation systems (these do not have to be incentive based) to further reinforce and acknowledge rule implementation by students
Pre-Corrections English Video Spanish Video	Teacher reviews behavioral expectations before a previously problematic activity/transition in an effort to increase the probability that appropriate behavior will occur.	<ul style="list-style-type: none"> Review expectation for behavior Practice behavior if appropriate 		<ul style="list-style-type: none"> If problematic behavior occurred during activity, consider reteaching and practicing expected behavior
Behavior Contract English Video Spanish Video	Clearly delineates what student or teacher are each willing to do	<ul style="list-style-type: none"> The teacher and student together determine the goal and what each is willing to do to help the student reach the goal 	<ul style="list-style-type: none"> Ensure regular review of the contract with the student before or after class. Recognize progress and achievements. 	<ul style="list-style-type: none"> Discuss any areas where the student is continuing to struggle, consider if more support is needed.

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Self-Monitoring English Video Spanish Video	Builds independence for student's own regulation of emotion behavior	<ul style="list-style-type: none"> — The teacher and student identify and define what the target behavior looks like — Determine how the student will self-monitor the behavior 	<ul style="list-style-type: none"> — Ensure implemented consistently, the teacher should take data intermittently and compare their data to the student's data 	<ul style="list-style-type: none"> — If the data the teacher and student collect do not agree, adjust data collection and monitoring accordingly
Trauma Informed Strategy: Provide opportunities for student choice and control				
Offer Choices English Video Spanish Video	Provide the student the opportunity to choose between two or more choices and then honor the choices the student makes. Some examples are what activity the student wants to engage in, the way in which the student engages in the work, or where the student works such as room location or seat choice.	<ul style="list-style-type: none"> — Determine in advance what choices will be offered — Determine any factors the student should be aware of regarding the choices offered. For example, if allowing the student to choose where to sit, ensure the student knows which locations are allowable 	<ul style="list-style-type: none"> — Provide the student with the choices and allow the student to choose – honor the choice the student makes 	<ul style="list-style-type: none"> — Choices should be neutral when possible. Avoid using one choice that is punitive and one choice that is the choice the adult wants the student to choose
Trauma Informed Strategy: Use praise and reinforce positive, desired behaviors				
Praise English Video Spanish Video	The teacher recognizes students who are modeling the desired behavior.	<ul style="list-style-type: none"> — Determine the behavior that will be expected and targeted — Teach or review the expected behavior with students 	<ul style="list-style-type: none"> — Use verbal (not necessarily oral) acknowledgment for students exhibiting the targeted behavior 	<ul style="list-style-type: none"> — Teacher can use a class-wide acknowledgment after completion of the activity to recognize the class
Class-Wide Motivation System English Flipbook Link Spanish Flipbook Link	Recommend use of at least one class-wide motivation system. Motivation systems do not have to reward based. These systems help to acknowledge and reinforce class-wide expectations.	<ul style="list-style-type: none"> — Motivation systems are taught and practiced so that students understand how they work — System can be easily seen — Examples include: Mystery Behavior of the Day, BINGO, tracking system that leads to class activity once goal achieved 	<ul style="list-style-type: none"> — Consistent implementation of the system as described by the teacher, taught and practiced with the class 	<ul style="list-style-type: none"> — Follow through on system. For example if using the Mystery Behavior of the Day, ensure that the class is polled for what they think the mystery behavior was and then recognize the class for exhibiting the behavior and guessing correctly. — Recognition could be a cheer, a virtual high five, a preferred activity, or something like a marker or other tracking system to see how many times the class guesses the behavior correctly over time

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Trauma Informed Strategy: Plan for changes and transitions and anticipate student responses				
Visual Cues English Video Spanish Video	Teacher uses picture cards, signs or posters that depict the expectations for the activity/transition.	<ul style="list-style-type: none"> Pre-teach the visual cue and practice with the student 	<ul style="list-style-type: none"> Implement visual cues during activities when needed to support behavior 	<ul style="list-style-type: none"> Check-in with student to ensure the student found the cue to be helpful or to see what adjustments are needed
Attention Signal English Video Spanish Video	Teacher uses attention signal to focus the class on the teacher and to prepare students for important information or the next activity.	<ul style="list-style-type: none"> Ensure that most attention signals have a auditory, oral and movement component Ensure that most attention signals are portable (can be used in many locations) 	<ul style="list-style-type: none"> Be consistent in when and how attention signals are used Ensure students have had multiple opportunities to review and practice signals prior to use Immediately correct or reteach if 90% of students do not implement correctly 	
Trauma Informed Strategy: Provide options and spaces to allow students to calm and regain emotional regulation				
Cool Down Area, Think Space, Cooling-Off Time English Video Spanish Video	Create spaces where students can adjust emotional regulation and reduce emotional stress.	<ul style="list-style-type: none"> These spaces, are not intended to be punitive. Going to cool down should never be put in an aversive context or used as a threat Identify where students can cool down or take a break If allocating space in the classroom, consider adding some activities that promote calmness Pre-teach expectations for use of cool-down area 	<ul style="list-style-type: none"> When students ask to go to the cool down area, do not withhold permission if at all possible Allow students to access the cool down area when needed throughout the day. Some students may require prompting. Students should never be forced to use the space 	<ul style="list-style-type: none"> Check in with students occasionally to determine if the cool down strategies and identified space(s) is working for students. Adjust as necessary.
Trauma Informed Strategy: Use respectful language and tone				
Private Discussion English Video Spanish Video	Teacher speaks to the student quietly about expectations for behavior so that other students are not privy to the conversation	<ul style="list-style-type: none"> For students that are anxious, explain the strategy and privately practice through role play multiple times in advance 	<ul style="list-style-type: none"> Use a quiet calm voice Can be implemented at desk or if student prefers, at pre-determined location in the classroom Do not use for students who find this aversive and it actually leads to escalation of behavior. For these students, proximity control may work better 	<ul style="list-style-type: none"> Discuss further with the student if needed
Restorative Chat English Template Spanish Template	A private discussion after a minor behavior incident. This style is used to help guide a student through reflection, encourage problem solving, and cooperation.	<ul style="list-style-type: none"> A Restorative chat occurs when a student has been through a cool-down period Use "I Statements" to encourage a positive conversation with the student 	<ul style="list-style-type: none"> Follow the guided restorative questions during each chat session and take notes if necessary Restorative Guided Questions: 	<ul style="list-style-type: none"> A follow-up conversation with the student should take place no longer than a week after the initial chat occurred to encourage student cooperation and to provide continual support.

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Redirection English Video Spanish Video	Teacher gently guides the students directly, briefly and explicitly back to what he or she should be doing.		<ul style="list-style-type: none"> — Be brief — State the expected behavior — Can use hand signals or proximity instead of oral redirection 	<ul style="list-style-type: none"> — For students that require frequent redirection consider pairing with a self-monitoring system
Other classroom management strategies:				
State Changes English Video Spanish Video	Short activities, movement, or slight shift in activity that constitute a change in the current physical or mental state to improve sustained attention.	<ul style="list-style-type: none"> — Practice state changes, for example, if the state change activity is to wiggle in your chair, define acceptable wiggling and practice. 	When more than 10% of the class is off-task or appears inattentive and the time on task exceeds the attention span for the age range, use a state change to improve attention and concentration	<ul style="list-style-type: none"> — If state change activity did not go as expected, reteach and review the expectations for the state change activity
Proximity Control English Video Spanish Video	Use of physical proximity to the student to redirect off-task or inappropriate behavior.	<ul style="list-style-type: none"> — Best used for minor misbehavior such as talking out of turn 	<ul style="list-style-type: none"> — Move to close to the student(s) of focus, the closer the teacher stands to the student the greater the influence on behavior 	
Seating Change English Video Spanish Video	Provides optimal seating based on students' unique needs. Consider student personalities and working styles.	<ul style="list-style-type: none"> — Consider where each student will best perform and adjust seating accordingly — Consider if any students with IEPs or 504 plans have preferential seating in their plan 		<ul style="list-style-type: none"> — Periodically check with students to see if they feel the seating arrangement is effective for them
Reflective Journaling English Video Spanish Video	Promotes student accountability, metacognition, and practice critical thinking and writing.	<ul style="list-style-type: none"> — Individualized based on the targeted behavior 		<ul style="list-style-type: none"> — After activity or instruction, have the student write a short reflection about behavior, feelings or reactions

SAISD Prohibited Techniques

SAISD prohibits actions that affect a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment. In general, employees shall avoid techniques which may cause physical or emotional harm or distress, even if the employee is not in physical contact with the student. Some unallowable punishment techniques for behavior violations may include, but not be limited to, the following examples:

- Requiring a student to stand for a period of time without sitting
- Requiring a student to stand and hold books for a period of time without relief
- Requiring a student to engage in physical activity as a discipline technique
- Subjecting a student to ridicule
- Requiring a student to write lines
- Ordering a student to leave the classroom without a discipline referral
- Requiring the student to work in an unsupervised setting
- Denying a student access to lunch, prescribed medication, or bathroom breaks
- Corporal punishment

Note: The principal shall delineate other discipline techniques that are considered inappropriate on the campus. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property. A student shall be treated fairly and equitably. Report violations to the campus principal.

Prohibited Aversive Techniques

HB 3630 and Senate Bill 172 prohibit a District employee, volunteer, or independent contractor from using an aversive technique or causing an aversive technique to be used on a student. Aversive techniques — defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain — are prohibited for use with students. Report violations to the campus principal. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by District policy (see policy FO[LOCAL])
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse
- Employing a device, material, or object to immobilize all 4 student extremities, including prone/supine floor restraint
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face
- Restricting the student's circulation
- Securing the student to a stationary object while the student is standing or sitting
- Inhibiting, reducing, or hindering the student's ability to communicate
- Using chemical restraints
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP)



FOR MORE INFORMATION ON MANAGEMENT STRATEGIES

Contact Dr. Allegra Montemayor: amontemayor1@saisd.net

Contact the campus behavior specialist

Office of Special Education Services: (210) 354-9565




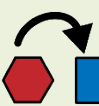

Websites with resources: pbisworld.com/ and behaviordocor.org/material-


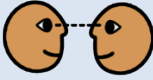

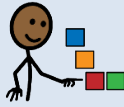




Parent Resources






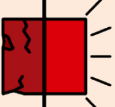




The resources in this section provides parents with evidence-based strategies that can be used in the home. These strategies can help with building positive relationships in the home while teaching children appropriate behaviors to display at home, school, and in the community. The table below includes strategies that can be used with desired and undesired behaviors, along with a video example on how to use the strategy. All strategies listed can be used with all ages of children.

The strategies listed below are the same strategies listed in the *Classroom Management* section beginning page 13, that are used by teachers to help children be successful in school. Using the same strategies provides consistency between the home and school. San Antonio ISD is committed to creating a positive experience for students in school and supporting parents with resources to assist their children outside of school in being successful. In addition to the strategies that can be used in the home there are opportunities provided by the Office of Family and Community Engagement. There are monthly virtual parent sessions on a variety of topics for one hour called "Family Power Hour" offered in English and Spanish. Please visit <https://www.saisd.net/page/parenttraining> for information on upcoming sessions. For further guidance and support, please contact your campus administrator or school counselor.

Strategies to Use at Home

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying appropriate (wanted) behaviors:				
Motivation 	Encourages a child to complete a task by offering something of interest or by using encouraging words.	English Version Spanish Version	-Helps to meet goals -Reinforces appropriate behavior -Builds positive relationships	English Spanish
Praise 	Demonstrates parent's approval of a child's positive behavior.	English Version Spanish Version	— Encourages your child to exhibit the positive behavior in the future —Reinforces appropriate behavior —Builds positive relationships	
Ratio of Interactions 	Provides the child with 3 positive connections with a parent for every corrective interaction by the parent.	English Version Spanish Version	-Builds positive relationships -Encourages appropriate behavior -Promotes a positive home environment	English Spanish
State Changes 	Provides an opportunity for a child to participate in a fun activity in between tasks.	English Version Spanish Version	-Re energizes -Reduces frustration -Increases attention	English Spanish
Timers 	Provides a visual countdown by using a timer/clock from a specified time to help a child self monitor when completing a task.	English Version Spanish Version	-Helps to keep track of time -Provides predictability and structure	English Spanish
2-Minute Connection 2	Provides an opportunity for positive communication between a child and a parent for 2-minutes with a focus on building the relationship.	English Version Spanish Version	-Builds positive relationships -Improves communication skills	English Spanish

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying appropriate (wanted) behaviors:				
60-Second Break 60	Provides a child a quick break while working on a long task or activity.	English Version Spanish Version	-Re energizes -Helps to stay focus -Helps to decrease stress and frustration during a difficult task or activity	English English Spanish Spanish
Quick Spark 90	Provides parents with a simple approach to interact with their child in a positive way.	English Version Spanish Version	-Reenergizes the child -Maintains focus task -Builds positive relationships	English Spanish
2:10 Attention 	Provides an opportunity for a parent to schedule attention with their child consistently for 10 days for at least 2 minutes per day.	English Version Spanish Version	-Encourages positive relationships -Builds communication skills -Provides structured attention	
Use these strategies when your child is displaying inappropriate (unwanted) behaviors:				
Attention Signal 	Assists with getting a child's attention when a parent has something to say or need to correct a behavior.	English Version Spanish Version	-Helps to refocus attention -Encourages desirable behavior	English Spanish
Behavior Contract 	Provides a written agreement between a parent and child that focuses on positive behaviors the parent desires from the child	English Version Spanish Version	-Sets expectations -Promotes accountability -Focuses on positive behavior	English Spanish
Offering Choices 	Provides an opportunity for options and opportunity to make good choices.	English Version Spanish Version	-Increases appropriate behavior -Encourages decision making	English Spanish
Precorrection 	Reminds the child of the desired behavior expectations to prevent undesired behavior.	English Version Spanish Version	-Increases desired behavior -Decreases undesired behavior -Sets expectations	English Spanish
Proximity Control 	Encourages a child to remain on task by standing or moving close to the child	English Version Spanish Version	-Provides self-regulation -Helps to stay on task -Increases likelihood of wanted behavior occurring	English Spanish
Private Discussion 	Provides an opportunity for a parent to have a private discussion with their child about an undesired behavior and provides an opportunity for the child to correct the behavior.	English Version Spanish Version	-Helps to correct behavior -Builds positive relationship -Decreases undesired behavior	English Spanish
Redirection 	Corrects an undesired behavior by directing the child to a desired behavior.	English Version Spanish Version	-Sets expectations -Encourages desired behavior -Helps to stay focus	English Spanish

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying inappropriate (unwanted) behaviors:				
Setting Expectations 	Helps a child understand what desired behaviors are expected in the home.	English Version Spanish Version	-Decreases undesired behavior -Promotes responsibility & accountability -Decreases confusion	English Spanish
Setting Limits 	Provides boundaries and structure for a child to support positive behavior.	English Version Spanish Version	-Sets expectations -Teaches responsibility -Encourages self-regulation	English Spanish
Visual Cues 	Provides visual direction by using pictures, objects, and gestures to communicate with a child.	English Version Spanish Version	-Provides structure -Helps to stay on task -Helps with understanding	English Spanish
Cool Down Area 	Provides a safe place where a child can go to calm down when feeling frustrated or upset.	English Version Spanish Version	-Provides opportunity to calm down -Helps with self-regulation -Helps with Identifying emotions	English DIY Items English Making Sensory Bottle Spanish DIY Spanish Making a Calm Area
Other strategies:				
Family Agreement 	Helps build trust and gain cooperation within the family and appropriate for all school-aged children	English Version Spanish Version	-Maintains positive relationships -Encourages self-regulation	English Spanish
Restorative Chat 	Helps individuals properly manage conflict using guided questions to navigate the conversation.	English Version Spanish Version	-Maintains positive relationships -Encourages self- reflection	English Spanish
Family Circle 	Helps create a safe space that allows everyone to share concerns and addresses individual needs using open dialogue.	English Version	-Maintains positive relationships -Encourages self-regulation	English Spanish
Mood meter 	Provides an opportunity for a child to communicate their social and emotional feelings with their parent throughout the day.	English Version Spanish Version	-Helps identify feelings -Allows predictability -Provides opportunity to address concerns	English Spanish
Routines & Structure 	Provides structure, consistency and predictability within the home.	English Version Spanish Version	-Provides predictability -Helps with expectations -Provides a sense of security and control	English Spanish
Journaling 	Assists your child to process feelings and voice their ideas while building on their writing skills.	English Version Spanish Version	- Helps child to label and process their emotion -Improves confidence -Increases communication skills	English Spanish

SECTION II:

SUSPENSION: CAUTIONS & ALTERNATIVES

The Disproportionate Use of Suspension

In addition to the research on the general effects of the overuse of suspension on students and school climate, there has also been further efforts to understand how the overuse of suspension relates to equity among distinctive populations of students. Educational researchers have sought to understand which particular groups of students have been affected by the disproportionate use of exclusionary disciplinary practices and what the implications are for both the educational system and society at large. According to the US Department of Education's Office for Civil Rights brief on school discipline from March 2014, certain national trends have been identified, including:

1. African American students being the recipients of exclusionary discipline practices at a rate that is three times higher than their white counterparts (16% to 5%, respectively)
2. Students with disabilities being suspended at a rate that is more than twice that of their nondisabled peers (13% to 6%, respectively)
3. Boys accounting for 72% of the recipients of multiple out-of-school suspensions despite comprising 51% of the student population

In a separate study, approximately 40% of LGBTQ students reported being the recipient of exclusionary disciplinary practices (GLSEN, 2016). Another study found that the rate of suspension rose to 34% for African American male students with disabilities compared to 23% of African American males overall (Barshay, 2018), illustrating the discipline gaps that exist when categories such as race and disability are layered upon each other.

Due to the risk of disproportionate use of suspension or expulsion and the increased risk to an individual student who falls into multiple categories for risk, it is important for school staff to be aware of the following and the impact on disproportion:

1. **Implicit Bias** — Implicit bias describes the way in which people adhere to certain attitudes, beliefs, or stereotypes about other people even without their own conscious knowledge. For teachers, these biases can manifest itself in how they view their students in terms of academics or behavior. For example, one researcher found that when asked about any given African American student, a white teacher was 30% less likely than their African American colleague to predict positive postsecondary outcomes (Flannery, 2015). Another study found that teachers were more likely to respond negatively to reported behaviors if the accompanying name was stereotypically African American (NAACPLDF, 2017). (In case you would like to explore the concept of implicit bias more, here is a link to a test by Harvard University that will help you understand or identify your own implicit bias: <https://implicit.harvard.edu/implicit/takeatest.html>.)
2. **Vulnerable Decision Point** — Along with implicit bias comes the theory of the Vulnerable Decision Point (VDP). In the educational setting, a VDP is a situation when racial bias is most likely to affect disciplinary decision-making. According to one study, VDP plays a particularly important role when the student behavior is subjective in nature (e.g., "defiance" or "disrespect"). In these cases, one analysis of Texas schools indicated that African American students were disciplined for discretionary violations at a 31% higher rate than their white counterparts (Girvan et al., 2016).
3. **Stress** — Another factor that can affect students behaviorally is how the classroom environment is shaped by the teacher's emotional well-being. An analysis of students in classroom with high reported levels of both internal and external stressors for teachers showed a corresponding increase in learning and behavior problems for the participants (Milkie and Warner, 2011).

Possible Negative Effects of Suspension

As a district whose core values include being student centered, it is important that the consequences that accompany any disciplinary action are focused on creating learning opportunities for the student. Therefore, it is important that we fully seek to keep students in class and engaged in the learning environment.

According to research data, excessive use of out-of-school suspension (OSS) can have wide-ranging negative effects on the student's academic and behavioral performance. Suspensions can result in chronic absences, and the loss of instructional time can result in lower performance in class, which in turn widens the achievement gap (Justice Center, 2014). A single out-of-school suspension in ninth grade is associated with a 50% increase in dropping out and a 19% decrease in enrollment in postsecondary education (Balfanz et al., 2015). Each suspension a student receives reduces their likelihood of graduation by 12% (Alliance for Excellent Education, 2016). Students who drop out are eight times more likely to be incarcerated than students who graduate. Students suspended are at greater risk for developing antisocial behavior one year later (Lee et al., 2011). Repeated use of OSS as a consequence can be detrimental to the overall school climate. Suspension in the first quarter of the school year significantly increases the likelihood of additional suspensions during the school year (Massar et al., 2015).

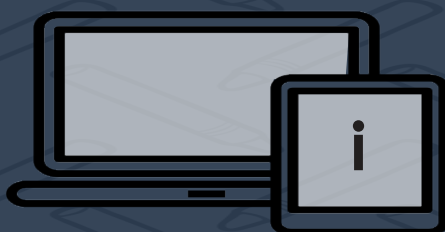
It is important that schools seek to utilize alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. In the table below, proven alternatives to suspension are provided. In addition, the restorative and/or education value of each consequence is outlined, as well as any special considerations schools should weigh when choosing a consequence.

The District shall not use out-of-school suspension for students below grade 3 or homeless unless the conduct meets the requirements established in law.

A student below grade 3 or homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 or homeless who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.



FOR MORE INFORMATION ON DISPROPORTION

Contact Beth Jones: ejones@saisd.net

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Office of Student Behavior: (210) 354-9565

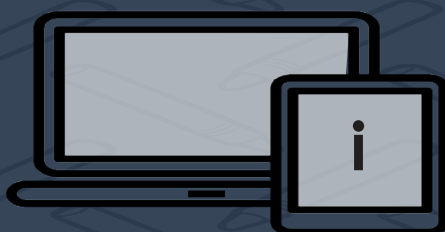
Alternatives to Suspension

This table provides a series of alternatives to suspension, but it is not a complete list. Please consult the campus behavior specialist, behavior coordinator, or Licensed Specialist in School Psychology for more responses, interventions, or strategies.

Alternative	Offense Level	Restorative/Academic Benefit	Factors to Consider
Reflection Journaling	1	<ul style="list-style-type: none"> –Promotes student accountability –Promotes metacognition –Practice writing for critical thinking 	Individualize based on the offense (e.g., classroom disruption, profanity, or social/ emotional conflicts)
Loss of Privileges	1	<ul style="list-style-type: none"> –Promotes student accountability –Reinforces understanding of consequences to help students learn the value of respect and cooperation in the classroom 	Activities associated with guaranteed services (e.g., Gifted/Talented classes, Special Education) cannot legally be withheld
Parent Conference	1	<ul style="list-style-type: none"> –Increases stakeholder involvement to encourage relationship building –Promotes student cooperation without disrupting learning process 	Can be held in person or via phone
Check-in/ Check-out	1	<ul style="list-style-type: none"> –Encourages student attendance on campus while verifying their emotional well-being on a daily basis to encourage cooperation –Promotes personal responsibility in maintaining schedules & time management 	<ul style="list-style-type: none"> –Which campus stakeholder will be involved to monitor and provide follow-up? –Stakeholder does not necessarily need to be a teacher
Restitution (Repair Harm)	2	<ul style="list-style-type: none"> –Provides opportunity for conflict resolution & problem-solving –Promotes accountability through process of repairing harm 	Student needs to be willing to participate in this process, and parent participation should be considered
Peer Resolution/ Circles/ Chats	3	Upperclassmen can help guide lowerclassmen on how to overcome challenges related to recent experiences by provided conflict resolution and problem-solving techniques on campus	When the student is refusing to cooperate using other approaches, this strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support
Detention or "Time Owed"	1	<ul style="list-style-type: none"> –Supports restitution by allowing time for the student to reflect on his/her actions –Encourages student cooperation on campus 	<ul style="list-style-type: none"> –Campus needs to notify parent for awareness and support –Procedures need to be highly structured (e.g., students need to be escorted to after-school detention)
Parental Support	1-2	<ul style="list-style-type: none"> –Opportunity to invite parents/guardians to help support/address student misconduct –Encourages student cooperation & problem-solving 	This process can also be put in place through a home visit

Alternative	Offense Level	Restorative/Academic Benefit	Factors to Consider
Home Visits	1-2	<ul style="list-style-type: none"> –Encourages family support to help address behavior concerns in an attempt to improve student cooperation on campus –Respects parents by taking on the onus of having to travel to engage in problem-solving 	Home visits are more successful when done after school or on the weekend
Counseling	1-3	<ul style="list-style-type: none"> –Provides additional support and guidance by offering a safe place for students to understand their needs to enhance cooperation –Improves problem-solving skills –Develops coping skills while in school 	This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support
Behavior Contract	2	Provides students with individualized support to help encourage accountability, improve relationships with teachers and administration, and improve emotional awareness	<ul style="list-style-type: none"> –Support and awareness from parents is crucial –Parents and students should be involved in the creation of the contract
Administrative Conference	2	Provides a school authority structure for the purpose of maintaining a safe place for students to learn and grow while encouraging student cooperation by developing problem-solving and conflict resolution skills	<ul style="list-style-type: none"> –Parent and student need to have a low-risk environment for the conference –Maintaining dignity and respect is paramount
Daily Behavior Report Card	2	<ul style="list-style-type: none"> –Provides students with individualized support to help encourage accountability –Increases academic motivation –Provides consistency for the student on a daily basis through managing conflict and considering emotional awareness 	Student buy-in/commitment is crucial for this intervention
In-School Suspension	2-3	Provides a cool-down period where the student can reflect on the consequences of his/her actions while encouraging student cooperation and problem-solving skills while in school	<ul style="list-style-type: none"> –This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support. Like OSS, OCI is considered out-of-school placement. –Number of days must be tracked and registered appropriately. Continued provision of services to students with disabilities must be addressed.

Alternative	Offense Level	Restorative/Academic Benefit	Factors to Consider
Referral to Social Worker	2-3	<ul style="list-style-type: none"> –Offers additional support for overall student health & emotional well-being to help strengthen academic performance by recommending supplemental resources as needed for the student & family –Provides opportunity to address root causes for behavior that may be influenced by outside conditions or events 	<p>This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support</p>
Behavior Mentoring	2-3	<ul style="list-style-type: none"> –Provides opportunity for relationship building by pairing student with caring adult on campus to make them feel welcome & wanted while in school –Improves overall academic performance through conflict resolution and problem-solving techniques that can be offered during weekly sessions 	<ul style="list-style-type: none"> –This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support –The selection of the mentor is important –Each mentor needs an orientation regarding their roles and responsibilities
Consult with the Campus Behavior Specialist or LSSP	1-3	Provides opportunity for adults to consult together to develop an effective intervention strategy	At elementary the behavior specialist can consult on a general education only student or a student with an IEP; at secondary campuses they can only consult on students with IEPs



FOR MORE INFORMATION ON SUSPENSIONS/ALTERNATIVES

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SECTION III: STUDENTS WITH DISABILITIES

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. A student with a disability is one who currently has an Individualized Education Plan (IEP), Section 504 Plan, or suspected disability.

Protection for Children Suspected but Not Yet Determined Eligible for Special Education or Section 504

If the school had knowledge that the student is a child with a disability before the behavior that resulted in the disciplinary action, then the student has all the rights and protections that a student with a disability would have under the Individuals with Disabilities Education Act (IDEA) or Section 504.

A school is considered to have prior knowledge if:

- parent expressed concerns in writing to an administrator/teacher that the student is in need of Special Education services;
- a request for an evaluation was made; or
- a teacher or other school personnel expressed specific concerns about a pattern of behavior to the Special Education director or other supervisory personnel.

If the student is subject to disciplinary measures while in the process of an initial evaluation, the student must remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

Discipline Procedures

In deciding whether to use restorative practices, suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. The campus behavior coordinator should seek assistance from the LSSP and/or Special Education monitoring teacher to gain a better understanding of the student's disability and its manifestation.

Removal: No Change of Placement

If a student with an IEP or Section 504 Plan violates the District Student Code of Conduct, it would not be considered a change of placement for the school to remove the child from the current placement for 10 school days or fewer per school year, just as it does when disciplining children without disabilities. The school is not required to provide educational services during these short-term removals unless services are provided to children without disabilities. If the school chooses to suspend a child, under state law, the suspension may not exceed three school days. If a child is removed from his or her current placement for 10 school days in a school year, the child has additional rights during any subsequent days of removal. If the subsequent removal is for not more than 10 consecutive school days and is not a change in placement, school personnel, in consultation with at least one of the child's teachers, must determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals/expectations set out in the child's IEP/504 Plan.

Removal: Change of Placement

A student with an IEP or Section 504 Plan is considered to have a change of placement if the removal is for more than 10 consecutive school days or if a series of shorter removals totaling more than 10 cumulative school days constitute a pattern. A full- or partial-day suspension from school, in-school suspension resulting in the student not receiving the full minutes of service promised in the IEP or suspension from transportation as a related service constitutes one removal for each day assigned. Once a student reaches 10 days of removals, whether partial or full day, a Manifestation Determination Review ARD meeting (MDR) must be held. At the MDR ARD, the committee must determine if the removals constitute a pattern by considering whether the child's behavior is substantially similar to the behavior in previous incidents that resulted in the series of removals, the length of removal, and/or proximity of removals to one another. Removals are accrued when the disciplinary action resulted in a removal of Special Education services for all or part of the day. If a pattern is established, the student cannot be subjected to additional similar removals for the remainder of the school year.

When students have accrued 10 days of removals and the MRD ARD Committee determines that the removals constitute a pattern, the committee should determine what other supports and services can be provided to address the behavior that is causing the student to be subject to the removals. The ARD Committee should consider the Functional Behavior Assessment (FBA), the behavior intervention plan (BIP), goals and objectives, supplementary aids and services, and if applicable, the Autism Supplement. The school may contact the Special Education director assigned to their campus, the LSSP, or the behavior specialist for additional guidance on alternatives to suspension or adjustment of the IEP.

Manifestation, Determination, Review

When Behavior Is a Manifestation

If the student's conduct is a manifestation of his or her disability, the ARD/Section 504 Committee must conduct an FBA, unless it conducted one before the behavior that resulted in the change of placement occurred and implement a BIP. Where a BIP has already been developed, the ARD/Section 504 Committee must review the BIP and modify it as necessary to address the behavior. If the conduct was the direct result of the school's failure to implement the IEP/504 Plan, the school must take immediate steps to remedy those deficiencies. Finally, except in the special circumstances described below, the ARD/Section 504 Committee must return the student to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the BIP.

When the Student's Behavior Is Not a Manifestation

When the student's behavior is not a manifestation of their disability, then the student can be disciplined in the same manner and for the same duration as nondisabled children except that the student must continue to receive FAPE.

Special Circumstances

The school may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

- carries a weapon at school, on school premises, or to or at a school function under the jurisdiction of the school district;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the school district; or
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

If the student's behavior is determined *not* to be a manifestation of the student's disability, the student may be placed in a disciplinary setting to the same extent as a nondisabled student. The student must receive, as appropriate, an FBA, behavioral intervention services, and modifications that are designed to address the behavior so that it does not recur.

Student Code of Conduct

PURPOSE

The San Antonio Independent School District (SAISD) has adopted the Student Code of Conduct (SCOC) to promote and maintain a positive, safe, and effective learning environment for students and adults. This environment is created and maintained by adults who respond to student behavior in a way that improves the student's ability to successfully navigate the social and academic environment at school. At the foundation, everyone's rights must be treated with respect. The SCOC articulates the behavior that is not allowable at school or school-affiliated functions or events, on school grounds, or on District transportation so that students and adults are knowledgeable about expectations and standards of behavior.

The SCOC is adopted by the District's Board of Trustees and has the force of policy. In case of a conflict between the SCOC and the student handbook, the SCOC will prevail. Once the SCOC is promulgated, any subsequent changes or amendments must be approved by the Board of Trustees. During any periods of instruction during the summer months, the Parent-Student Handbook and SCOC in place for the year immediately preceding the summer period shall apply, unless the District amends either document, or both documents, for the purposes of summer instruction. The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to those laws. This Code of Conduct applies to all students in the San Antonio Independent School District whenever the interest of the District is involved, on or off school grounds, in connection with or independent of classes and school-sponsored activities.

If you have difficulty accessing the information in this document because of disability, please contact the following staff:

Beth Jones: ejones@saisd.net

Darnell White: dwhite@saisd.net

Office of Equity and Discipline: (210) 354-9565

Department of Disability Services: (210) 354-9565

FORMAT

This Student Code of Conduct is designed to outline restorative responses to student behavior that lead to students' social, emotional, and academic development. Sections I through III provide resources and information on Social, Emotional, Academic Development (SEAD) to include restorative practices, Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems and Supports (MTSS), and trauma-informed care; they also cover students with disabilities, as well as disproportion and the use of discretionary exclusionary disciplinary practices such as out-of-school suspension. The intent of the SCOC is not only to delineate those behaviors that are infractions of the Code of Conduct, but also to provide strategies, resources, and techniques that teach and support the acquisition of more adaptive behavior.

In accordance with state law, sections IV define misconduct that may—or must—result in a range of disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

CODE ACCESSIBILITY

The Section 504 and Dyslexia Department of SAISD provides sign language interpreters upon request for parents/guardians or community members needing this accommodation for campus meetings or events. Parents or guardians who need to request an American Sign Language (ASL) interpreter should call (210) 554-2570 between 48 and 72 hours before the need for the interpreter. You may also contact the Section 504 and Dyslexia Department by emailing Cindy Sosa at csosa2@saisd.net. You may also contact the school principal or campus 504 coordinator. The department is open Monday through Friday, 8:00 a.m. to 4:30 p.m. If you know of a parent or guardian who needs these services, please contact the number above and discuss the circumstances with the Section 504 and Dyslexia Department. In accordance with state law, the Student Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the SCOC will be available at the office of the campus behavior coordinator and posted on the District's website. Students may request a copy of the Parent-Student Handbook, which includes the SCOC, at the beginning of the school year. The SCOC will be provided to all teachers, new professional employees, students who are enrolled after the beginning of the school year, parents, and any other person upon request. Each student, teacher, and parent annually must sign a statement that they have read and have access to the SAISD Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.

"Parent" Defined: Throughout the SCOC and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

In accordance with Education School District Authority, SAISD rules and the authority of the District to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation
2. During lunch periods in which a student is allowed to leave campus
3. While the student is in attendance at any school-related activity, regardless of time or location
4. For any school-related misconduct, regardless of time or location
5. When retaliation against a school employee, Board member, or volunteer occurs or is threatened, regardless of time or location
6. When a student engages in cyberbullying, as provided in Education Code 37.0832
7. When criminal mischief is committed on or off school property or at a school-related event
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line
9. For certain offenses committed while on school property or attending a school-sponsored or school-related activity of another district in Texas
10. When a student commits a felony as provided by Texas Education Code Section 37.006 or 37.0081
11. When a student is required to register as a sex offender

The following guidelines delineate standards of expected behavior and are incorporated into each campus's school rules.

- Follow campus and classroom rules.
- Treat other students and adults with courtesy and respect.
- Accept responsibility for actions and behavior.
- Attend all classes, regularly and on time.
- Be prepared for each class with appropriate materials and assignments.
- Adhere to standards of dress and grooming as outlined in the dress code.
- Refrain from posting threatening messages on social media outlets directed at students, parents, staff, or school property.
- Actively support and assist the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - i. Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense.
 - ii. Responsibly informing staff of conduct violations by others.
 - iii. Immediately submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery.
- Adhere to the requirements of the Student Code of Conduct.

It is the policy of San Antonio Independent School District not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, or disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's Board policies DIA, FFH, and FFI.



SECTION IV: STANDARDS FOR STUDENT CONDUCT

Staff Reporting Requirements

Campus Behavior Coordinator

As required by law, TEC 37.0012, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. See section VII of this document for a complete list of the CBCs and contact information by campus. The District shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information can be found at www.SAISD.net. San Antonio Independent School District Board Policy delegates to the principal or designee the authority to administer discipline at the campus level, and delegates the authority to remove students to a District Alternative Education Program (DAEP) or expulsion to the Juvenile Alternative Education Program (JJAEP). The CBC has the discretion to apply school-based discipline for specific violations or refer the matter to the District Disciplinary Hearing Office for review.

The sequence of disciplinary actions begins with the minimum disciplinary action and may progress to the more serious disciplinary consequences established in the Student Code of Conduct. The CBC must consider **mitigating factors** if the student is in the 2nd grade and below, if the student is homeless in grades k-12, whether the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the CBC concerns a discretionary or mandatory action. The disciplinary action will draw on the professional judgment of teachers, principals, or designees and on a range of disciplinary management techniques, including restorative practices. The consequence decision will be based on these factors, as well as the specific circumstances unique to the situation and the individual student involved. When a teacher believes that a student has committed a violation of this Student Code of Conduct, the teacher must submit a written description of the student's actions for classroom documentation and/or to the principal/administrator or CBC. The teacher will provide strategies and interventions for classroom support and the principal/administrator or CBC shall provide campus strategies and interventions to support the student. Campus staff shall inform the parent with a copy of the written description and strategies and interventions to support the student.

School administrators shall also report conduct believed to constitute a crime to legal authorities as required by law and shall notify law enforcement when an administrator suspects that a crime has been committed on campus.

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good-faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. on the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the District's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct. Each team will conduct threat assessments for individuals who make threats of violence or exhibit harmful, threatening, or violent behavior as defined. Harmful, threatening, or violent behavior includes behaviors such as verbal threats, threats of self-harm, bullying or cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault by a student. The behavior may result in specific interventions, including mental health supports, behavioral supports, or exclusionary school discipline.

Reporting Crimes

The principal or CBC and other school administrators, as appropriate, shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus. District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and District policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to District policies at FNF (Legal) and FNF (Local) for more information regarding investigations and searches.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the District.

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Students with Disabilities: IDEA does not prohibit a school from reporting a crime committed by a child with a disability to appropriate authorities or prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability. If a school reports a crime committed by a child with a disability, the school must ensure that copies of the child's Special Education and disciplinary records are transmitted for consideration by the authorities to whom the school reports the crime; however, these records may be transmitted only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer shall have the authority to refuse entry to or eject a person from District property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the District's grievance procedures shall be adjusted as necessary to permit the person to address the Board in person within 90 days, unless the complaint is resolved before a Board hearing.

STUDENT OFFENSES

Level I – Teacher-Managed Misbehaviors

Students who commit Level I offenses at school, on District transportation, or during school-related activities will be assessed consequences commensurate with the offense. Level I violations will not result in the formal removal of the student from class or another placement but may focus on routine classroom rules and Treatment Agreements that will govern a student's conduct. Level I offenses and corresponding penalties are usually not as serious as Level II, III, or IV offenses. The following list provides common examples of classroom misbehavior that the teacher would manage in the classroom.

Offense

Class rule violations	Pushing/shoving	Leaving class without permission during instructional time
Profanity, not directed at others	Name-calling	Cheating or copying work of another student
Out of seat or assigned area	Throwing objects	Displaying an electronic device without permission
Refusal to follow directions	Running	Refusal to complete assignments
Public display of affection	Tardy	Aggravation/agitation of others

Level II – Administrative Review Offenses

Students who commit Level II offenses at school, on District transportation, or during school-related activities will be assessed consequences commensurate with the offense. Level II offenses are considered to be more objectionable than Level I offenses. Thus, in most cases, Level II offenses will warrant greater consequences than Level I offenses. Students with IEPs may have behavior intervention plans (BIP), which the teacher should be familiar with and adhere to as it applies to the behaviors targeted in the BIP. The following list is not exhaustive.

CODE	OFFENSE
21.AB	Refusing to go to class and remaining on campus.
21.BB	Engaging in inappropriate unwelcome physical conduct or threatening physical conduct that is disruptive or offensive to another student, District employees, volunteers, or school environment.
21.AC	Possessing or using skateboards, inline skates, or similar items may be possessed by students at school if the devices are not displayed or used on school grounds. except where the campus principal allows the use of such items solely for transportation to school. Such items must be stored in the student's locker or other permissible storage location throughout the school day and may not be used on school grounds at any time.
21.AD	Leaving school grounds during academic day or leaving a school-sponsored event in which the student is a participant (first offense).
21.AE	Engaging in inappropriate or excessive displays of affection.
21.AF	Using a communication device or other electronic devices, such as an iPod, stereo headsets, MP3 players, CD players, video cameras, or laser pointers during school hours; however, cellular/digital telephones, two-way radios, or other such Communication devices may be possessed by students at the discretion of the principal as long as the device is not displayed or used during school hours. if the devices are not displayed or used during the school day.
21.AG	Possessing or using matches or a lighter.
21.AH	Possessing mace or pepper spray.
21.AJ	Loitering on school grounds. Before or after regular school hours, students should be on campus only for educational-related purposes, such as tutorials, extracurricular activities, or after-school programs. Students who are waiting to enter the building before school begins or waiting for a ride home after school shall not be considered to be loitering. Students refusing to report to assigned class, office, or area assigned are loitering.
21.AK	Trespassing on school grounds. Students directed to leave campus by parent or campus behavior coordinator are trespassing. Students who enter a campus other than their own, without permission, are considered trespassing.
21.BA	Intentionally and knowingly makes false accusations against teachers, other school employees, volunteers, or other students.
21.BC	Displaying or using mace or pepper spray (in some cases, the use may be classified as an assault and may cause bodily injury – Level III).
21.BD	Steals from students, staff, campus visitors, or school (i.e., theft that does not constitute a felony according to the Penal Code).
21.BE	Engages in verbal abuse, e.g., name-calling, making racial or ethnic slurs, derogatory statements, or oral statements, which are abusive or confrontational.
21.BF	Exhibits disrespect or Directs profanity, vulgar language, or obscene gestures toward another student.
21.BFE	Exhibits disrespect or Directs profanity, vulgar language, or obscene gestures toward a District employee.
41.BG	Fighting and mutual combat.

CODE	OFFENSE
21.BH	Hazing (see Glossary).
21.BI	Engages in offensive conduct that constitutes sexual harassment (see Glossary), gender-based harassment or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other District students, employees, Board members, or volunteers. This may include sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. (Note: Some conduct of this nature may be so offensive that it also may be classified as a felony or other illegal offense and may, therefore, result in DAEP placement or expulsion.)
21.BJ	Falsifies records, passes, or other school-related documents.
21.BK	Possesses, exhibits, or distributes pornographic, offensively graphic, or obscene materials.
21.BL	Refuses to accept discipline management techniques proposed by a teacher or by administration.
21.BM	Participates in gang-related activities (first offense).
21.BN	Possesses, exhibits, or uses a toy gun, cap gun, pellet gun, air-powered rifle, or any other instrument that may be perceived by another person as a firearm but does not meet the Texas Penal code definition of a firearm.
21.BO	Violates any rule set forth on in this Code of Conduct pertaining to computers and the internet.
21.BP	Possesses or uses unloaded firearm accessories or parts (such as a gun barrel or a gun clip).
21.BQ	Possesses, exhibits, or uses martial arts objects, small pocket knives, razor blades, or other objects that can be used as a hand instrument designed to cut or stab another by being thrown. These objects are not within the definitions of illegal knives or prohibited weapons under the Texas Penal Code.
21.BR	Possesses, exhibits, or uses a prescription drug (that is not a controlled substance or dangerous drug) that does not belong to the person using, exhibiting, or possessing it.
21.BS	Pulls a fire alarm, as a prank, in a building owned or operated by SAISD, when there is no smoke, fire, or danger that requires evacuation.
21.BT	Possesses or uses fireworks (e.g., smoke bomb, cherry bomb, poppers, etc.), combustibles, or other incendiary devices to the extent that these objects are not within the definition of prohibited weapons under the Texas Penal Code.
21.BU	Repeatedly violates communicated campus or classroom standards of behavior.
21.BV	Sells, attempts to sell, gives, or receives look-alike drugs or items attempted to be passed off as drugs or contraband.
21.BW	Possesses, smokes, or uses tobacco products or paraphernalia, or electronic cigarettes, e-cigarettes, and any component part or accessory for an e-cigarette device, or any other electronic vaporizing device or nicotine delivery system, or possesses drug paraphernalia.
21.BX	Engages in conduct that damages or tampers with the property of another that does not otherwise constitute misdemeanor criminal mischief (vandalism) or graffiti, including placing a substance in another's food, drink, or other possessions without consent.
21.BY	Repeatedly violates any Level I or Level II offense.
21.BZ	Engages in conduct that poses a threat to the safety or orderly operation of the school- or District-related event.
21.CE	Engages in bullying, as defined by Texas Education Code Section 37.0832 (see Glossary). Bullying includes cyberbullying, as defined by Texas Education Code Section 37.0832 (see Glossary) 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.

Level III – DAEP Placement Offenses

The following actions constitute offenses that may or shall result in placement in a DAEP. These offenses are considered more serious than Level II offenses. If any of these offenses involve illegal conduct, administrators shall involve law enforcement officials. Upon notification of a level III offense, the campus administrator should contact the campus LSSP to review information and schedule a manifestation determination review meeting for students with IEPs or Section 504 plans. See Administrative Procedure F41 and the section on DAEP Placement below for more information on DAEP.

1A. Discretionary DAEP Placement — Offenses That May Result in DAEP Placement: On Campus, on School Transportation, or during School Activity. A student may be placed in a DAEP if the student commits the following on school property, on District transportation, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE	OFFENSE
21.DA	Engages in “persistent misbehavior,” which is defined as (i) repeatedly interfering with the teacher’s ability to communicate effectively with students; (ii) repeatedly interfering with student learning; (iii) engaging in five or more properly documented Level 1 Offenses in the same school year; or (iv) engaging in two or more properly documented Level 2 Offenses in the same school year. (Requires four to six weeks of properly documented Multi-Tiered Systems of Support (MTSS) Tier 2 or Tier 3 behavior intervention)
21.DB	Engages in unruly, disruptive, disrespectful, or abusive conduct that substantially interferes with the orderly operation of the campus or District-related activity or with the transportation of students on a vehicle owned or operated by the District. (May result from one incident or multiple incidents.)
21.DC	Engages in conduct containing the elements of assault without bodily injury, or with threat of imminent bodily injury, or assault by offensive or with provocative physical contact under Texas Penal Code 22.01(a)(2) or 22.01(a)(3).
21.DD	Possesses a knife, including a lock-blade knife, with a blade length up to and including 5½ inches. This does not include knives that are classified as prohibited weapons or illegal knives. (See Glossary.)
21.DE	Following a previously documented Level II offense, engages in gang activity, including participation as a member or pledge or soliciting another person to become a pledge or member of a gang. (See Glossary.)
21.DF	Following a previously documented Level II offense, Engages in a public-school fraternity, sorority, or secret society, including participation as a member or pledge, or soliciting another person to become a pledge or member of a public-school fraternity, sorority, or secret society.
21.DG	Engages in conduct constituting misdemeanor criminal mischief (vandalism), graffiti not classified as a felony (see Glossary), or otherwise engages in conduct that damages or tampers with the property of another causing substantial inconvenience or pecuniary loss up to and including \$1,499.99.
21.DH	Possesses, exhibits, or uses any other instrument which may be perceived by another person as a weapon but does not meet the Texas Penal Code definition of a weapon, such as stun guns, laser guns, tasers, tranquilizer guns, razors, clubs, knuckles, etc.
21.DI	Commits extortion, coercion, or blackmail (i.e., obtaining money or other objects of value from an unwilling person), or forces an individual to act through the use of force or threat of force.
21.DJ	Creates a hit list, that is, a list of people targeted to be harmed, using a firearm, as defined by Section 46.01 (3), Penal Code; a knife, as defined by Sections 46.01 (7), Penal Code; or any other object to be used with intent to cause bodily harm.
61.FK	Engages in bullying (as defined by Section 37.0832, Education Code; see Glossary) that encourages a student to commit or attempt to commit suicide.
61.FL	Incites violence against a student through group bullying (as defined by Section 37.0832, Education Code; see Glossary).
61.FM	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.

1B. Discretionary DAEP Placement — Off Campus or During Non-school Activity. A student may be placed in a DAEP if the student commits the following conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity:

CODE	OFFENSE
10.DK	A reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery or those offenses defined in Title 5 of the Texas Penal Code, and the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
21.DL	Engages in any activity on the way to or from school, or while truant or has left campus without authorization that would ordinarily be grounds for DAEP placement or expulsion if the activity had occurred on campus.

2A. Mandatory DAEP Placement — Offenses Requiring DAEP Placement: On Campus, Within 300 Feet of Campus, on Bus, or During a School Activity. A student must be placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, on District transportation, or while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE	OFFENSE
27.DM	Engages in conduct that contains the elements of assault causing bodily injury under Texas Penal Code 22.01(a) (1) against a school district employee or volunteer.
28.DN	Engages in conduct that contains the elements of assault causing bodily injury under Texas Penal Code 22.01(a) (1) against someone other than a school district employee or volunteer.
28.DO	Repeatedly engages in conduct containing the elements of assault without bodily injury under Texas Penal Code 22.01(a)(2) or 22.01(a)(3).
04.DP	Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, a synthetic drug, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See Glossary for "under the influence.")
05.DQ	Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense (School-related felony alcohol offenses are addressed in the Expulsion section.)
06.DR	Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to abusable volatile chemicals.
07.DS	Engages in conduct that contains the elements of the offense of public lewdness (see Glossary) or indecent exposure.
02.DT	Engages in conduct that is punishable as a felony. Felony conduct may include, but not be limited to, criminal mischief and/or graffiti, and/or coercing, soliciting, or inducing gang membership (see Glossary).
08.DU	Except when punishable as a Level IV offense, engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property.
60.HA	Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07 (a)(1), (2), (3), or (7). See Glossary under the definition for Harassment.

2B. Mandatory DAEP Placement — Offenses Requiring DAEP Placement: Any Location (on or off Campus). A student shall be placed in a DAEP if the student commits the following at any location (on or off campus), regardless of whether the event occurs during a school activity; or as otherwise allowed by law:

CODE	OFFENSE
35.DV	Engages in conduct involving a public school that contains the elements of the offense of false alarm or report (including a bomb threat). (See Glossary.)
26.DW	Engages in conduct involving a public school that contains the elements of the offense of terroristic threat. (See Glossary.)
21.DX	Engages in certain expellable conduct, as provided by law, and is between six and nine years of age. (See "Suspension (Out of School).")
21.DY	Commits a federal firearms violation and is younger than six years of age.

2C. Mandatory DAEP Placement — Offenses Requiring DAEP Placement: Off Campus or Not During School Activity. A student shall be placed in a DAEP if the student commits the following off campus and while the student is not in attendance at a school-sponsored or school-related activity:

CODE	OFFENSE
09.DZ	Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code (see Glossary) and (i) a court or jury finds that the student has engaged in delinquent conduct (see Glossary), (ii) the student receives deferred prosecution (see Glossary), or (iii) the superintendent or designee has a reasonable belief (see Glossary) that the student has engaged in the conduct.

Level IV — Expulsion Offenses

The following actions constitute offenses that may or shall result in expulsion or shall result in DAEP. These offenses are considered to be more severe than the other offenses listed in this Code. Most of these offenses are illegal actions, so administrators shall contact law enforcement officials regarding this conduct. The principal may suspend a student or place a student in in-school suspension or on-campus intervention for these offenses, pending a complete investigation and recommendation for expulsion. The terms of a placement under this section shall prohibit the student from attending or participating in school-sponsored or school-related activities, including, but not limited to, extracurricular activities and suspension of honorary privileges.

1A. Discretionary Expulsion — Offenses Which May Result in Expulsion or Shall Result in DAEP: On Campus, Within 300 Feet of Campus, on Bus, or at a School Activity. A student may be expelled or shall be placed in a DAEP if a student commits the following while on campus or within 300 feet of school property, as measured from any point on the school’s real property boundary line, on District transportation, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE	OFFENSE
04.EA	Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of marijuana, a controlled substance, a synthetic drug, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
05.EB	Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of an alcoholic beverage; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
06.EC	Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to volatile chemicals.
27.ED	Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer.
49.EE	Engages in deadly conduct. (See Glossary.)

1B. Discretionary Expulsion — Off Campus but Within 300 Feet of Campus. A student may be expelled or shall be placed in a DAEP if a student commits the following off campus, but within 300 feet of school property, as measured from any point on the school’s real property boundary line, or as otherwise allowed by law:

CODE	OFFENSE
11.EF	Uses, exhibits, or possesses a firearm.
12.EG	Uses, exhibits, or possesses a location-restricted knife (a knife with a blade over 5½ inches), a club, or a prohibited weapon. (See Glossary.)
21.EH	Engages in conduct that contains the elements of any of the following criminal offenses: aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempted murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or felony drug- or alcohol-related offense.

1C. Discretionary Expulsion: Any Location. A student may be expelled or shall be placed in a DAEP if the student commits the following at any location (on or off campus), regardless of whether or not it is during a school activity, or as otherwise allowed by law:

CODE	OFFENSE
22.EI	Engages in conduct that constitutes criminal mischief (vandalism), if such conduct is punishable as a felony (i.e., if the cost of the damage in question is \$1,500 or more).
27.EJ	Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer in retaliation for or as a result of the person's employment or association with the District.
26.EK	Engages in conduct involving a public school that contains the elements of the offense of false alarm or report or terroristic threat. (See Glossary.)
58.EL	Breach of computer security.
21.EM	Engages in conduct containing the elements of one of the following offenses against another student: aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery.
61.FN	Engages in bullying (as defined by Section 37.0832, Education Code; see Glossary) that encourages a student to commit or attempt to commit suicide.
61.FO	Incites violence against a student through group bullying (as defined by Section 37.0832, Education Code; see Glossary).
61.FP	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.

1D. Discretionary Expulsion — Offenses Which May Result in Expulsion or Shall Result in DAEP: While in DAEP. A student may be expelled or shall be placed in a DAEP if the student commits the following while placed in a DAEP, or as otherwise allowed by law:

CODE	OFFENSE
59.EN	Engages in documented Serious Misbehavior (see Glossary) that violates this Code of Conduct despite documented behavioral interventions. A student who continues to commit Level I, II, or III offenses while in the DAEP may, therefore, be recommended for expulsion under this paragraph.

1E. Discretionary Expulsion: On Property of Another District or During Another District's Activity. A student may be expelled or shall be placed in a DAEP if the student commits the following offenses on the property of another Texas school district or while the student is attending a school-sponsored or school-related activity of another Texas school district:

CODE	OFFENSE
21.EO	Any offense that is a state-mandated expellable offense.

2. Mandatory Expulsion: Offenses Requiring Expulsion. A student shall be expelled for any of the following offenses if committed on school property, while attending a school-sponsored or school-related activity on or off school property, or as otherwise required by law:

CODE	OFFENSE
29.EP	Engages in conduct containing the elements of aggravated assault under the Texas Penal Code against a school district employee or volunteer. [TEC 37.007(d)]
30.EQ	Engages in conduct containing the elements of aggravated assault against someone other than a school district employee or volunteer. [TEC 37.007(a)(2)(A)]
31.ER	Engages in conduct containing the elements of sexual assault or aggravated sexual assault against a school district employee or volunteer. [TEC 37.007(d)]
32.ES	Engages in conduct containing the elements of sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer. [TEC 37.007(a))2 (A)]
11.ET	Uses, exhibits, or possesses a firearm under the Texas Penal Code. Note: A firearm lawfully stored in a vehicle still requires expulsion under TEC 37.007 (a) (1) (A), depending on the type of weapon. A student is in possession of a firearm on school property if the firearm is brought to school in the student's vehicle and parked on school property. (Texas law provides an exception from mandatory expulsion for a student's use, exhibition, or possession of a firearm at an approved off-campus target range facility while participating in or preparing for certain shooting sports, competitions, or activities sponsored by the District or affiliated with the Texas Parks and Wildlife Department. There is no exception for similar use or possession of a firearm on school property.)
12.EU	Uses, exhibits, or possesses a location-restricted knife, which is a knife with a blade over 5½ inches (see Glossary).
14.EW	Uses, exhibits, or possesses a prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical-dispensing device, a zip gun, or a tire deflation device. A switchblade knife is also included in this category (see Glossary).
16.EX	Engages in conduct containing the elements of arson under the Texas Penal Code to include intentionally starting a fire or causing an explosion and in so doing: (1) recklessly damaging or destroying a building belonging to another; or (2) recklessly causing another person to suffer bodily injury or death.
17.EY	Engages in conduct containing the elements of murder, capital murder, or criminal attempt to commit murder under the Texas Penal Code.
18.EZ	Engages in conduct containing the elements of indecency with a child under the Texas Penal Code.
19.FA	Engages in conduct containing the elements of aggravated kidnapping under the Texas Penal Code.
36.FB	Engages in conduct related to a controlled substance/drug offense violation if the conduct is punishable as a felony.
37.FC	Engages in conduct related to an alcohol violation if the conduct is punishable as a felony.
08.FD	Retaliates against a school employee or volunteer, combined with one of the above-listed offenses, on or off school property or while attending a school-related or school-sponsored activity on or off of school property.
11.FE	Brings a firearm to school, as defined by federal law (see Glossary).
46.FF	Engages in conduct containing the elements of aggravated robbery under the Texas Penal Code.
47.FG	Engages in conduct containing the elements of manslaughter under the Texas Penal Code.
48.FH	Engages in conduct containing the elements of criminally negligent homicide under the Texas Penal Code.
57.FI	Engages in conduct containing the elements of continuous sexual abuse of a young child or children under the Texas Penal Code.

EMERGENCY PLACEMENT IN A DAEP OR EXPULSION

At the time of the emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement, the student shall be accorded the appropriate due process. Students with disabilities are subject to applicable federal and state law regarding the term of a student's emergency placement.

CODE	OFFENSE
23.FJ	A student may be immediately placed in a DAEP or immediately expelled, as allowed by law [TEC 37.019], if that student engages in conduct so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the classmates to learn, or with the operation of school or a school-sponsored activity (placement in a DAEP) or if the student's action might cause imminent harm to persons or property (expulsion).

EXPULSION FOR TITLE 5 FELONY OFFENSES

Regardless of whether placement or expulsion is required or permitted by the provisions governing DAEP placement or expulsion above, in accordance with TEC 37.0081, a student may be expelled and placed into either DAEP or the Juvenile Justice Alternative Education Program (JJAEP) if the Board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see Glossary) of the Texas Penal Code.

The student must:

- Receive deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Received probation or deferred adjudication or have been convicted of, arrested for, or charged with a Title 5 felony offense.

The expulsion or DAEP placement may be without regard to (a) the date or location of the offense; (b) the enrollment status of the student; or (c) whether the student successfully completed any court disposition requirements.

The student must first have a hearing before the Board or designee, who must determine that the student's presence in the regular classroom: (a) threatens the safety of other students or teachers; (b) will be detrimental to the educational process; or (c) is not in the best interests of the District's students. Any decision of the Board or the designee under this section is final and may not be appealed.

The student is subject to the placement until one of the following occurs: (a) the student graduates from high school; (b) the charges are dismissed or reduced to a misdemeanor offense; or (c) the student completes the term of the placement or is assigned to another program. A student who enrolls in the District before completing a placement under this section from another school district must complete the term of the placement. Students are entitled to the periodic 120-day review provided for other disciplinary placements. In the event of a conflict, any provision in the Student Code of Conduct that derives from Texas Education Code § 37.007 will prevail.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the Board transfer the offending student to another campus, the offending student shall be transferred to another campus in the District. If there is no other campus in the District serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

REGISTERED SEX OFFENDERS PLACEMENT IN DAEP/JJAEP

On receipt of notification that a student is a registered sex offender, a decision regarding the placement of the student into a DAEP or the District's juvenile justice alternative education program will be made according to the following guidelines. Students who are no longer required to register as a sex offender, or who receive early termination of the obligation to register, are not considered registered sex offenders. This section supersedes other provisions pertaining to alternative disciplinary placement.

Court Supervision

A student who is under any form of court supervision, including probation, community supervision, or parole, shall be placed in either DAEP or JJAEP for at least one semester. If such a student transfers, the student may be required to complete an additional semester in an alternative placement in the new school district without a committee conducting a placement review as described below or the enrolling district may count the time spent by the student in the former district toward the required placement time. A student who is not under any form of court supervision, may be placed in a disciplinary program or in the regular classroom unless the Board's designee determines that the student's presence (a) threatens the safety of other students or teachers; (b) will be detrimental to the educational process; or (c) is not in the best interest of the District's students.

Review Committee

A committee shall be convened after the student is placed for one semester to review the student's placement. The committee shall be composed of (1) a classroom teacher from the campus to which the student would be assigned were the student not in the alternative program; (2) the student's parole or probation officer or a representative of the local juvenile probation department; (3) an instructor from the alternative education program to which the student is assigned; (4) a school district designee selected by the Board or its designee; and (5) a counselor employed by the school district. The committee shall vote to determine whether the student should remain in the alternative setting or be returned to the regular classroom. The recommendation must then be made to the Board or its designee. The Board of Trustees must honor the committee recommendation unless one of the following occurs: (a) a recommended regular classroom placement but Board's designee determines that the student's presence threatens the safety of other students or teachers, will be detrimental to the educational process, or is not in the best interests of the District's students; or (b) a recommended continued alternative setting but the Board's designee determines that the student's presence does not threaten the safety of other students or teachers, will not be detrimental to the educational process, or is not contrary to the best interests of the District's students. If the recommendation is to continue the alternative setting and the Board determines that this will occur then before the beginning of each school year, the placement committee shall meet and make its determination and recommendation again.

Students Receiving Special Education Services

A placement for a student receiving Special Education services must be made in compliance with IDEA (20 USC § 1400 et seq.). If a student receiving Special Education services is placed into an alternative setting for more than one semester, the placement review must be made by the student's Admissions, Review, and Dismissal (ARD) Committee. The ARD Committee can request that a placement committee with the members described above be convened in order to assist them in conducting the placement review.

Appeal

A student or parent or guardian may appeal a placement as a registered sex offender by requesting a conference among the Board or its designee, the parents or guardian, and the student. This conference will be limited to the factual question of whether the student is required to register as a sex offender. The decision made by the Board or its designee is final and may not be appealed.

TRANSPORTATION RULES

Students shall follow these rules while on District vehicles or other public transportation (e.g., VIA buses) carrying students to and from school:

- Follow the driver's instructions at all times.
- Do not engage in any conduct that may distract or harm the driver, or otherwise cause the driver to be unable to operate the vehicle safely.
- Board and leave the vehicle in an orderly manner at the designated bus stop.

- Remain seated when the vehicle is in motion.
- Utilize seat belts if they are available on the vehicle.
- Keep books, band instrument cases, feet, and other objects out of the aisle of the vehicle.
- Keep the vehicle clean; do not deface or vandalize the vehicle or its equipment.
- Maintain safety near windows: do not extend head, hand, arm, or leg out of the window or hold objects out of the window.
- Do not throw any objects within the vehicle or out of the vehicle.
- On leaving the vehicle, use caution before crossing streets.
- Comply with all other rules in this Code of Conduct or established by the operator of the vehicle.

Since the District's primary responsibility in transporting students in District vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, a bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which may include restricting or revoking a student's bus-riding privileges. Note: a change in transportation services for a student with a disability for whom transportation is a related service requires ARD Committee action; a change in transportation services for Section 504 students requires Section 504 Committee action. For more information, contact the Transportation Department.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity (e.g., gang-related crimes), will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the District, a gang-free zone includes a school bus and any site in, on, or within 1,000 feet of any District-owned or -leased property or campus playground.

VANDALISM AND GRAFFITI

Vandalism is the damage or destruction of property without the consent of the owner. It is willful action that results in the destruction, damage, or defacement of property belonging to or used by the SAISD. Graffiti is vandalism and includes marks with paint, indelible markers, or removable markings on school property without consent. The markings may include inscriptions, slogans, drawings, or paintings. The offense may be categorized as criminal mischief and punishable as a felony or misdemeanor. The difference between graffiti and art is permission.

A student who engages in conduct that damages or tampers with the property of another has committed a Level II, Level III, or Level IV Offense, as described in the Student Offenses section above. It is punishable by appropriate disciplinary action as described in section V (Consequences for Inappropriate Behavior) below. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law and may be subject to criminal penalties.

ELECTRONIC COMMUNICATION SYSTEM STUDENT ACCEPTABLE USE POLICY

SAISD has established a District-wide electronic communications system to facilitate the educational process. Along with this resource are associated responsibilities. Though all training in the use of the District's telecommunications network emphasizes the ethical use of this resource, it is possible that your child may come across some materials you might find unacceptable. While the District takes reasonable steps to prevent access to such material through electronic filtering and classroom management, it is not possible for the District to guarantee that it can completely prevent such access. The rules below are for appropriate use and are expected to be followed at all times while accessing the District's electronic communications system. Students are expected to adhere to the following rules:

Safety of Self and Others

- Report to their teachers or other school personnel any message received that is inappropriate or makes them uncomfortable.
- Not reveal personal information about themselves or others.
- Not agree to meet with someone they met online without parental knowledge and participation.
- Not use the system to threaten others.
- Use appropriate language for the educational environment and for the educational activity in which they are currently involved (no swearing, vulgarity, ethnic or racial slurs, or any other inflammatory or threatening language).
- Not transmit or send obscene pictures or messages.
- Not participate in cyberbullying.

Access and Use

- Not send messages under a false identity.
- Not access e-mail, files, and/or other documents of other users without permission.
- Not use the internet or other electronic communications to threaten District students, employees, Board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Not access websites that contain inappropriate or illegal material, including those that contain content that is pornographic or sexual in nature, from any computer or other technological device on school property.
- Not use the internet for financial gain or political or commercial activity.
- Not use the system for purchasing products or services.
- Not use the system for illegal purposes or any other activity prohibited by District policy.

Copyright Laws

- Comply with and be aware of all copyright laws.

System Security

- Not attempt to harm equipment, materials, or data.
- Not knowingly infect a computer or network with a virus.
- Not knowingly disrupt the network.
- Not provide passwords to other users.
- Always report any violations of the SAISD Acceptable Use Guidelines to a teacher or administrator.

Respect for System Limitations

- Not download large files unless absolutely necessary.

INAPPROPRIATE ELECTRONIC MESSAGES AND WEBPAGES

Students are prohibited from sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting." This prohibition applies to conduct both on and off school property if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

Students are also prohibited from using the name or persona of another person to create a web page on or to post one or more messages on a commercial networking site without obtaining the other person's consent *and* with the intent to harm, defraud, intimidate, or threaten any person. Any person violating these rules will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

CELL PHONES AND OTHER ELECTRONIC DEVICES

The use of cell phones and other electronic devices, **such as MP3 players**, on school property is prohibited. For safety purposes, the District permits students to possess cell phones while on campus; however, all cell phones must remain turned off during school hours, including during all testing. With prior approval from the principal and teacher, a student may use personal electronic devices for on-campus educational purposes only.

Any unauthorized use of cell phones or other electronic devices will result in the consequences described in the Student Code of Conduct, as well as the assessing of fines and/or confiscation as described below:

- *1st Offense* – Documented verbal warning and reminder given to student that electronic devices may be confiscated and fines assessed for the return of the device in accordance with the Telecommunications / Electronic Devices Procedures.
- *2nd Offense* – Electronic device confiscated and returned to parent/legal guardian at end of the school day. Parent/guardian signature and date required for receipt of device and parents will receive an additional copy of the Telecommunications/Electronic Devices Procedures.

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- *3rd Offense* – Device confiscated and \$10 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.
 - *4th and Subsequent Offenses* – Device confiscated and \$15 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.

Additional Considerations

- Adult students over the age of 18 years may retrieve personal electronic devices in lieu of parent/guardian after paying the required fee at the end of the school day as appropriate.
- Administrators/campus staff are not responsible for lost or stolen items.
- When paying fine, exact cash is required.
- Hours to pick-up phones/electronic devices are 7:30 a.m. to 4:15 p.m. Monday through Friday.
- Fees collected will be deposited in campus student activity funds.
- On receipt of reliable proof that a student and his or her parent or guardian are unable to pay the required fee, the fee shall be waived. Principals shall determine eligibility for a fee waiver.

Disposal of Electronic Devices

Parents/legal guardians will be given notice and will be allowed to retrieve devices collected throughout the school year prior to disposal of the device. If a telecommunication device is not retrieved, the District shall dispose of the device after providing the student's parent and the **paging** company whose name and address appear on the device at least 30 days' notice of the intent to dispose of the device. Such notice may be made by telephone or in writing and must include the serial number of the device.

EMAIL AND SOCIAL MEDIA USE BETWEEN EMPLOYEES AND STUDENTS

In general, employees are prohibited from using electronic media (email, texting, social media, etc.) to communicate with students unless they are exempted from this prohibition under Administrative Procedure D36. A certified or licensed employee may communicate with students via electronic media about matters within the scope of their professional responsibilities without written consent from District administration. Any other employee designated in writing by the Superintendent or the campus principal may use electronic media to communicate with students who are currently enrolled in the District. There is also a defined exemption for certain family members.

Employees are also prohibited from communicating with students through a personal social network page unless the employee has created a separate social network page (a "professional page") for the purpose of communicating with students. The employee must receive a signed and completed Participation in Electronic Media Parent Permission Form [Form D36-A] prior to communicating with any student through a form of electronic media that is private or password protected. This includes all emailing or texting (even if more than one person is part of the communication) or any social media format that requires a password or permission to access. A signed Form D36-A from each student participant is not required for public internet communications or postings that do not require the host's permission or a password to access the posted information (e.g., a public Twitter account or public Facebook page). If you have any questions regarding the District's electronic media policy, please contact the Department of Instructional Technology.



SECTION V: CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

GENERAL DISCIPLINE GUIDELINES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Students must be treated fairly.

Discipline shall be based on a careful assessment of the **mitigating** factors particular to each case, including the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude or intent, the effect of the misconduct on the school environment, whether self-defense was involved, if the student is in the 2nd grade and below, if the student is homeless in grades k-12, and statutory requirements. Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Time-Out Guidelines

Time-out is a behavior management technique that seeks to reduce or eliminate inappropriate behaviors that are maintained by attention or other positive reinforcers. Time-outs are intended to give students an opportunity to regain self-control, which will increase and strengthen positive student behavior. A student placed in time-out is separated from the activity or other students for a limited amount of time. The teacher should consider the age of the child and what is developmentally appropriate when determining the number of minutes for which time-out is assigned. A student with an IEP must have line of sight to the teacher and the time-out cannot interfere with the student's ability to engage in instruction. Time-out for students with IEPs that remove the student from instruction must be documented and agreed to in the IEP.

Teachers are encouraged to designate areas in the classroom for time-out, such as a self-control area, cool-down, or chill corner. Time-out in another teacher's classroom may be used if both teachers agree. For any time-out, students must be supervised at all times and any loss of instruction time should be minimized. Students may not be isolated or kept locked in a classroom. A student cannot be physically prevented from leaving time-out, nor can physical force be used to place students in time-out.

DISTRICT POLICE OFFICERS

To ensure sufficient security and protection of students, staff, and property, the Board employs peace officers. In accordance with law, the Board has coordinated with the campus behavior coordinator and other District employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of District peace officers are listed in policy CKE (LOCAL). The Board does not employ school resource officers or security personnel.

As noted in CKE (LOCAL), District peace officers may enforce any law while within the geographical boundaries of the District, or as it relates to real or personal property that is owned, leased, rented by, or otherwise under the control of the District or while on or in the vicinity of property that is owned, leased, rented by, or otherwise under control of the District. District peace officers may enforce any law that is related to the safety and well-being of any District student, employee, or other individuals on or in the vicinity of District property or District-sanctioned events or activities. District peace officers shall comply with the provisions of Code of Criminal Procedure Article 2.13. The District chief of police may assign specific duties as required based on the needs of the District. In addition to their normal duties, the peace officers shall assist the Board, agents of the Board and the District, and/or campus administrators with matters that do not concern the application of law but that will facilitate the orderly conduct of District business. A District peace officer who encounters a felony or breach of the peace outside of the officer's jurisdiction may initiate appropriate action in accordance with Code of Criminal Procedure Article 14.03d and Article 18.16. Upon taking such action, the officer shall, as soon as practicable after making an arrest, notify both a law enforcement agency having jurisdiction where the arrest was made and a District police supervisor as to the circumstances and action taken regarding the incident.

As noted above, school district peace officers shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer and the property of the District. A District peace officer may not be *assigned or required* as duties of a school peace officer routine student discipline or school administrative tasks or contact with students unrelated to the law enforcement duties of the peace officer. This does not prohibit the District peace officer from informal contact with a student unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement. Informal conduct in SAISD focuses on building positive relationships with students and the school community.

The campus behavior coordinators, administrators, and other appropriate school employees must receive training annually on the duties of District peace officers to include that officers are only tasked with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other District employees.

DETENTION

For infractions of the Student Code of Conduct or other policies and regulations, teachers may detain students before or after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older living apart from parents and emancipated minors, the detention shall not begin until the parent has been notified. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

Participating in Graduation Activities

The District has the right to limit a student's participation in graduation activities for violating the Student Code of Conduct. Participation might include a speaking role, as established by District policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the District's Student Code of Conduct resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the District's Student Code of Conduct resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

IN-SCHOOL SUSPENSION/ON-CAMPUS INTERVENTION

Students may be placed in in-school suspension or on-campus intervention for engaging in any serious (Level II) offenses as described and set forth in this Code of Conduct. Additionally, students may be placed in in-school suspension or on-campus intervention pending DAEP placement or expulsion. Before placing a student in in-school suspension or on-campus intervention, the campus behavior coordinator shall consider reasonable alternatives, including appropriatediscipline management techniques. If the campus behavior coordinator determines that in-school suspension or on-campus intervention is the most appropriate alternative, no other disciplinary action need precede the placement in in-school suspension or on-campus intervention.

REMOVAL FROM CLASSROOM BY A TEACHER

Routine Removal: A teacher may send a student to the campus behavior coordinator's office with appropriate documentation of a violation of this Code of Conduct in order to maintain effective discipline in the classroom. The campus behavior coordinator shall respond by employing appropriate discipline management techniques consistent with this SAISD Student Code of Conduct and local policy.

Formal Removal: A teacher may remove from class a student who (1) has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or the student's classmates' ability to learn; or (2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the student's classmates' ability to learn.

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities. When a student has been removed by a teacher pursuant to this section, the campus must complete a Discipline Data Entry Form (F34-A), using the Offense Code 01.

Conference and Review Requirements for Students Removed from Class

In the case of a formal removal, not later than the third class day after the day in which the student is removed from the class by the teacher, the campus behavior coordinator, or other appropriate administrator, the campus behavior coordinator or other appropriate administrator shall schedule a conference with the student's parent, the teacher that removed the student, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The campus behavior coordinator or other appropriate administrator will notify the student of the consequences of the Code of Conduct violation. The student may not be returned to the regular classroom pending the conference.

Following the conference, and whether or not all requested parties are in attendance after valid attempts to require their attendance, the principal shall order the placement of the student for a period consistent with this Code of Conduct. Students with disabilities may not be removed in violation of specific IEP/IAP provisions or for more than 10 school days in a school year without ARD/ Section 504 Committee approval.

A student removed from the regular classroom to in-school suspension, on-campus intervention, or another setting, other than DAEP, will have an opportunity, before the beginning of the next school year, to complete each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. Students and their parents are encouraged to discuss the option with the teacher or school counselor to ensure the student completes all work required for the course or grade level.

Return to the Classroom

The student may not be returned to the classroom of the teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the "best or only alternative available." However, if the teacher removed the student because the student committed assault with bodily injury, aggravated assault, sexual assault, or aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder against the teacher, the student may not be returned without the teacher's consent.

SUSPENSION (OUT-OF-SCHOOL)

Students may be suspended for a period not to exceed three school days per behavior violation for engaging in any Level II offense or higher or pending DAEP placement or expulsion. A campus administrator may suspend a student prior to (but not in lieu of) placement in a DAEP or prior to (but not in lieu of) expulsion, where a student's conduct requires such placement or expulsion. Before suspending a student, the campus behavior coordinator or appropriate administrator shall consider reasonable alternatives, including appropriate discipline management techniques. If the administrator determines that a suspension is the most appropriate alternative, no other disciplinary action need precede the suspension.

The District shall not use out-of-school suspension for students below grade 3 or homeless unless the conduct meets the requirements established in law.

A student below grade 3, a student who is homeless, **or a student who is in foster care** shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law. Refer to section III (Students with Disabilities) for information on suspension of students with an IEP or a Section 504 plan.

Conference with Student before Suspension

Before suspending a student, the campus coordinator or appropriate administrator shall conduct an informal conference, at which the student shall be advised of the alleged misconduct with which he or she is charged, and the student shall have the opportunity to respond to the allegation before the administrator makes a decision. In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see Glossary)
2. Intent or lack of intent at the time the student engaged in the conduct
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
5. Students in the 2nd grade and below
6. A student's status in the conservatorship of the Department of Family and Protective Services (foster care)
7. A student's status as homeless in grades k-12

Coursework During Suspension

The District shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet. A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The District will not charge the student for any method of completion provided by the District.

Notice to Parents Regarding Suspension

A student's parent shall be notified of a suspension by telephone, or other appropriate means, as soon as reasonably practicable. Parents shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension. The student is not allowed on the home campus or any other school campus or at any school-related activity during the suspension. Students violating this prohibition may be charged with illegal trespass, a Class C misdemeanor. If a student is incarcerated, District staff will attempt to contact parents and other agencies to provide required student information.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS (DAEP)

The District shall provide for the continuing education of a student placed in a DAEP by transferring the student to one of the District campuses designated as a DAEP campus. The DAEP shall be in a setting other than the student's regular classroom. A student younger than six years of age may not be placed in a DAEP. A student in grade 2 or below shall not be placed in DAEP unless the student's conduct meets the requirements established in law. (See Suspension Out of School.) An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12. Summer programs provided by the District shall serve students assigned to a DAEP separately from those students who are not assigned to the program. The District shall provide transportation to students in a DAEP.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the District shall take into consideration (1) self-defense (see glossary); (2) intent or lack of intent at the time the student engaged in the conduct, (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, or (5) a student's status in the conservatorship of the Department of Family and Protective Services (foster care), or (6) a student's status as homeless.

Hearing

Following an initial determination by the principal or investigating administrator that a student has committed an offense that requires or allows placement in a DAEP, a hearing will be scheduled with a District hearing officer who shall determine whether placement is warranted. At the hearing, the student's parent or guardian will be notified of the alleged violation of the Code of Conduct. If the District makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Duration of Placement

The duration of a student's placement in the DAEP shall be determined by the campus behavior coordinator or other appropriate administrator. The length of placement shall be expressed in a specific number of days that the student must successfully complete in the DAEP prior to returning to the home campus. If the student's placement is to extend beyond the end of the next grading period, the student or the student's parent or guardian is entitled to participate in a proceeding before the Board of Trustees or the Board's designee. Any appeal of the decision shall be addressed in accordance with FNG(LOCAL).

Before the District may place a student in a DAEP for a period that extends beyond the end of the school year, the Board or Board's designee must determine that (a) the student's presence in the regular classroom or at the student's regular campus presents a danger of physical harm to the student or to another individual; or (b) the student has engaged in serious or persistent misbehavior that violates this SAISD Student Code of Conduct.

Coursework Notice

The parent of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework. Students and their parents are encouraged to discuss the option with the teacher or school counselor to ensure the student completes all work required for the course or grade level.

Emergency Placement

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis. In such a situation, the principal or designee shall schedule an appropriate conference no later than the 10th day after the placement.

DAEP for 60 Days or More – Review of Student's Status

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the Board or the Board's designee.

DAEP for 90 Days or More – Student Assessment

All students placed into a disciplinary alternative education program for 90 days or more shall be assessed upon initial placement and subsequently on the date that the student departs from the program or as near to that date as possible. The assessment instrument will measure basic skills in reading and math. Students assigned to the disciplinary alternative education program must also take all academic skills assessments required of all public school students.

DAEP for 120 Days or More – Review of Student's Status

A student placed in a DAEP shall be provided a review of his/her status, including a review of his/her academic status, by the Board's designee at intervals not to exceed 120 days. In the case of a high school student, the Board's designee, with the student's parent, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The District is not required under this subsection to provide, in the District's DAEP, a course not specified under Section 37.008(a) of the Texas Education Code. At the review, the student or parent must be given an opportunity to present arguments 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.

DAEP That Exceeds One Year

Placement in a DAEP may exceed one year when a review by the District determines that the student is a threat to the safety of other students or to District employees. The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the Board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

DAEP Placement for Persistent Misbehavior

Before proposing a student for DAEP placement for persistent misbehavior, the campus must begin the Multi-Tiered Systems of Support (MTSS) behavior intervention and then submit to the hearing officer at least 4–6 weeks of properly documented MTSS progress monitoring. The student must be in attendance at the student's regular campus for those 4–6 weeks (i.e., time in suspension or DAEP does not count). The days may be consecutive or nonconsecutive, but the time period starts over each school year. Each student will receive no more than one DAEP placement for persistent misbehavior per school year.

Newly Enrolled Students

The District shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the District and was assigned to a DAEP in an open-enrollment charter school or another district. The District may place the student in the District's DAEP or a regular classroom setting.

On the day in which the decision is made to change the student's placement as a result of a violation of the Code of Conduct, the school must notify the parent of that decision and provide them with the Notice of Procedural Safeguards. The campus behavior coordinator is responsible for sharing the Critical Incident Report with the campus LSSP within 48 hours. Within 10 school days of any decision to change the placement (DAEP or expulsion), the school must conduct an ARD or Section 504 MDR. The committee must review all relevant information and determine whether the conduct was caused by or had a direct and substantial relationship to the students' disability and/or whether the conduct in question was the direct result of the school's failure to implement the student's IEP. If either of these apply, the conduct is considered a manifestation of the disability. If the ARD or Section 504 Committee determines that the student's misconduct was a manifestation of the disability, the student shall not be placed into the DAEP or expelled. If the ARD or Section 504 Committee determines that the student's placement and/or IEP is inappropriate, the misconduct must be considered a manifestation of the student's disability and the student must not be expelled. The ARD or Section 504 Committee may propose changes in the student's placement (other than DAEP placement or expulsion), and/or changes in the student's IEP, including the student's behavior intervention plan (BIP) as appropriate.

The DAEP placement of a student with a disability or expulsion may only be made following an ARD/Section 504 MDR meeting which determines that the misconduct was not a manifestation of the student's disability. If the ARD or Section 504 Committee determines that the behavior of the student was not a manifestation of the student's disability, the student may be placed into a DAEP or expelled but must continue to be provided a free appropriate public education. The ARD Committee shall determine the services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the student's IEP goals during the time of placement.

A student with a disability who receives Special Education services may not be placed in DAEP solely for educational purposes if the student has not also committed one of the offenses warranting placement in the DAEP. [TEC 37.004]

Special Circumstances

A student with a disability may be removed to an interim alternative educational setting for not more than 45 school days without regard to whether the misconduct is determined to be a manifestation of the student's disability in cases where the student: (i) carries or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school district; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

If the student's behavior is determined *not* to be a manifestation of the student's disability, the student may be placed in a disciplinary setting to the same extent as a nondisabled student. The student must receive, as appropriate, an FBA, behavioral intervention services, and modifications that are designed to address the behavior so that it does not recur.

Long-Term Placement of Students with Disabilities

A placement for a student receiving Special Education services must be made in compliance with IDEA (20 USC § 1400 et seq.). If a student receiving Special Education services is placed into an alternative setting for more than one semester, the placement review must be made by the student's Admissions, Review, and Dismissal (ARD) Committee. The ARD Committee can request that a placement committee with the members described above be convened in order to assist them in conducting the placement review.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration (1) self-defense (see Glossary); (2) intent or lack of intent at the time the student engaged in the conduct, (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, or (5) a student's status in the conservatorship of the Department of Family and Protective Services (foster care), or (6) a student's status as homeless.

No student under the age of 10 shall be expelled by the District *except* in the case of a student who brings a firearm to school pursuant to Section 37.007(e) of the Texas Education Code, in which case the District shall provide educational services to the expelled student in a DAEP.

Expulsion for Firearm Violations

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm to school, as defined by federal law when the offense occurs on school property or while attending a school-sponsored or school-related activity on or off school property. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Expelled Transfer Students

If an expelled student from another school district applies to enroll in SAISD, the District will request that the District that expelled the student provide to SAISD, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the Juvenile Court. SAISD may continue the expulsion under the terms of the order, may place the student in a DAEP for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.

Emergency Expulsion

In an emergency, the campus behavior coordinator or other appropriate administrator may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis. At the time of the emergency expulsion, the student shall be given oral notice of the reason for that action.

Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion. Pending the hearing, the student may be placed into another appropriate classroom, in-school suspension, or out-of-school suspension or the DAEP.

Due Process and Hearing for Expelled Students

Before a student is expelled, the Board or its designee shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following: (1) prior notice of the charges to the student's parent or guardian and the proposed sanctions so as to afford a reasonable opportunity for preparation; (2) right to a full and fair hearing before the Board or its designee; (3) right to an adult representative or legal counsel; (4) opportunity to testify, present evidence, and witnesses in his or her defense; and (5) opportunity to examine the evidence presented by the school administration and, minimally, an opportunity to view the identity of the District's witnesses and the oral or written report of the facts to which each District witness testifies.

The District shall send a notice of the hearing to the student and parent. The notice shall be in writing and shall give information about the nature of the evidence to be used against the student. If the District makes a good-faith effort to inform the student and parent of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

During the hearing, the District may rely on the hearsay evidence of school administrators who investigate discipline infractions. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly to the student and parent. If the Board's designee conducts the hearing, a tape recording or transcript of the proceeding shall be made for the Board's review on appeal, in the event the matter is appealed to the Board.

After the due process hearing, the expelled student may request that the Board of Trustees review the expulsion decision by submitting a written request to the superintendent within 3 days after receipt of the written expulsion decision. The superintendent must provide the student or parent with written notice of the date, time, and place of the meeting at which the Board will review the expulsion decision. The Board will review the record of the expulsion hearing in a closed session unless the parent requests that the meeting be open to the public. The Board shall review the record, shall hear statements from both parties, and shall communicate its decision orally at the conclusion of the presentation. Consequences of expulsion are not deferred pending the hearing or outcome.

If the student has been removed under the emergency expulsion provision pending the expulsion hearing, the principal or designee shall schedule a hearing within a reasonable time period (ten consecutive days) and shall invite the student's parent to attend. Pending the hearing, the student may be placed into another appropriate classroom, in-school suspension, or out-of-school suspension or the DAEP.

Placement in a Juvenile Justice Alternative Education Program (JJAEP)

Students who are expelled are referred for enrollment in the Bexar County Juvenile Justice Academy, the JJAEP school for Bexar County expelled students. Not later than the second business day after the hearing, the District shall deliver a copy of the expulsion order to the juvenile court as well as the information required pursuant to the Texas Family Code. A copy of the expulsion order shall be provided to the student and the student's parent.

Length of Expulsion

The length of expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. Each expulsion decision shall be made on a case-by-case basis with the maximum period of one year unless, after a review, the District determines that the student is a threat to the safety of other students or to District employees or that extended expulsion is in the best interest of the student. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion. If the length of expulsion is inconsistent with the guidelines herein, the expulsion order shall give notice of the inconsistency.

ADDITIONAL DAEP AND EXPULSION GUIDELINES

The District shall provide transportation to students in a DAEP.

Restrictions During DAEP or Expulsion

During a DAEP placement or expulsion, a student may not participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the placement order.

Additional Misconduct

If, during the disciplinary placement the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or other appropriate administrator may issue an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the District if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review. After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the Board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the Board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The Board shall make a record of the proceedings. If the Board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the District's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the District before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the District during the same or a subsequent school year, the District may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another District. If the campus behavior coordinator or the Board fails to issue a placement order after the student withdraws, the next District in which the student enrolls may complete the proceedings and issue a placement order.

Transfer or Withdrawal from a DAEP or JJAEP

If a student transfers into SAISD from another school district in which the student was placed in a DAEP, SAISD shall continue the placement under the terms of the order provided by the sending school district. Students who transfer out of SAISD to another public or private institution, including students who withdraw from SAISD for the purpose of home schooling, and students who do not attend the DAEP or JJAEP for the duration of the placement for any reason (other than reasons which constitute an "excused absence" under SAISD policy), shall be required, upon returning to SAISD, to complete the number of days missed in the DAEP or JJAEP before being allowed to return to the regular campus. In the event that the student transfers out of SAISD while DAEP or expulsion proceedings are pending, SAISD will complete the placement proceedings.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or Board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

CREDIT DURING DISCIPLINARY PROCESS

Students shall receive full credit for assignments completed in a DAEP, including in-school suspension or on-campus intervention. Students suspended from school are entitled to make up assignments or tests, regardless of the reason for the suspension. Teachers are to inform students of the time allotted for completion of the work. Students are responsible for obtaining the assignments and completing the work within the time allotted, and students are allowed to make up both class work and homework.

Students who are placed in the Bexar County Juvenile Justice Academy following expulsion are eligible to receive credit for coursework completed during the placement. Students with disabilities will receive educational services during expulsion as determined by the Admissions, Review, and Dismissal (ARD)/Section 504 Committee.

Transition Services

In accordance with law and District procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP or JJAEP. See policy FOCA(LEGAL) for more information. The DAEP administrator will need to give the parent and the principal written notice of the date of the return to the regular campus. Also, the DAEP administrator will need to provide the regular campus principal with an assessment of the student's academic growth while in the DAEP and the results of any assessment instruments that were administered. The DAEP campus administrator must then coordinate the student's transition to a regular classroom. This must be done within five instructional days after release from DAEP. This coordinated effort must involve assistance and recommendations from 1) school counselors, 2) school district peace officers, 3) SROs, 4) CBCs, and 5) classroom teachers who are or may be responsible for implementing the "personalized transition plan."

The campus administrator is responsible for developing the personalized transition plan. It must include recommendations for the best educational placement of the student, and it may include 1) recommendations for counseling, behavioral management, or academic assistance for the student, with a concentration on the student's academic or career goals; 2) recommendations for assistance in obtaining access to mental health services provided by the District, a local mental health authority, or another private or public entity; 3) information to the parent about how to request a Special Education evaluation; and 4) a regular review of progress toward academic or career goals. If practicable, the campus administrator must meet with the parent to coordinate plans for the transition.

PHYSICAL RESTRAINT

District employees may, within the scope of the employee's duties, use appropriate physical restraint to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury
2. Obtain possession of a weapon or other dangerous object
3. Prevent a student from fleeing when fleeing would put the student or others in danger
4. Protect property from serious damage

Students with IEPs are also subject to physical restraint in accordance with TAC §891.1053(c). A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations

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- Restraint must be limited to the use of such reasonable force as is necessary to address the emergency.
 - Restraint must be discontinued at the point at which the emergency no longer exists.
 - Restraint must be implemented in such a way as to protect the health and safety of the child and others.
 - Restraint must not deprive the child of basic human necessities.

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

- A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or Special Education personnel likely to use restraint.
- Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
- Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.

In accordance with §89.1053(e), the following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors:

- On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
- On the day restraint is utilized, a good-faith effort must be made to verbally notify the parent regarding the use of restraint.
- Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
- Written documentation regarding the use of restraint must be placed in the child's Special Education eligibility folder in a timely manner so the information is available to the Admissions, Review, and Dismissal (ARD) Committee when it considers the impact of the child's behavior on the child's learning and/or the creation or revision of a behavior intervention plan (BIP).
- Written notification to the parent and documentation to the child's Special Education eligibility folder must include the following:
 - Name of the child
 - Name of the staff member or staff members administering the restraint
 - Date of the restraint and the time the restraint began and ended
 - Location of the restraint
 - Nature of the restraint
 - A description of the activity in which the child was engaged immediately preceding the use of restraint
 - The behavior that prompted the restraint
 - The efforts made to de-escalate the situation and alternatives to restraint that were attempted
 - Information documenting parent contact and notification



SECTION VI: GLOSSARY

ABUSE: Improper or excessive use.

ACCELERATED INSTRUCTION: An intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT: One of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

AGGRAVATED ASSAULT: An assault which causes serious bodily injury to another; or an assault during which the person uses or exhibits a deadly weapon.

AGGRAVATED ROBBERY: Defined in part by Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
1. Uses or exhibits a deadly weapon; or
2. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

ARD (Admissions, Review, and Dismissal): An ARD Committee serves to make decisions regarding the educational program of students who qualify for Special Education services. The eligible student's parents are part of the committee.

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

ARSON: 1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage: a. any vegetation, fence, or structure on open-space land; or b. Any building, habitation, or vehicle: 1) Knowing that it is within the limits of an incorporated city or town, 2) Knowing that it is insured against damage or destruction, 3) Knowing that it is subject to a mortgage or other security interest, 4) Knowing that it is located on property belonging to another, 5) Knowing that it has located within it property belonging to another, or 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another;

2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or 3. A crime that involves intentionally starting a fire or causing an explosion and in so doing: a. Recklessly damages or destroys a building belonging to another, or b. Recklessly causes another person to suffer bodily injury or death.

ASSAULT: Intentionally, knowingly, or recklessly causing bodily injury to another; or intentionally, knowingly, or recklessly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

ATTENDANCE REVIEW COMMITTEE: This group is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

BEXAR COUNTY JUVENILE JUSTICE ACADEMY EDUCATION PROGRAM (BCJJAEP): An alternative school administered by the Bexar County Juvenile Justice Board that provides education services to students who are expelled.

BEHAVIOR IMPROVEMENT PROGRAM: An educational program offered by the District to meet the behavior needs of some eligible Special Education students.

BOARD POLICIES: Statements adopted by the SAISD Board of Education that govern the District. The policies are based on laws and other official authority, such as the U.S. and Texas Constitutions, federal statutes, the Texas Education Code, other state laws, etc. All Board policies are available on the SAISD webpage at www.saisd.net under the "Board of Trustees" tab.

BREACH OF COMPUTER SECURITY: Knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer

network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

BULLYING: Defined in Section 37.0832 of the Education Code as 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:

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.

Bullying includes cyberbullying (see below). This state law on bullying prevention applies 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 interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

CHEMICAL-DISPENSING DEVICE: Defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category

CITATION ("TICKET"): Notice of disorderly conduct, tobacco use or other legal violation that may be issued by law enforcement personnel when a student engages in certain conduct; this is an action separate from any school disciplinary action.

CLT (Campus Leadership Team): Each campus has a team composed of employees, parents, and community members to advise the principal.

CLUB: Defined by Penal Code 46.01 as an instrument that is specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument and includes, but is not limited to, the following: blackjack; nightstick; mace; tomahawk.

CONTROLLED SUBSTANCE: means 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 MISCHIEF (VANDALISM): Without the effective consent of the owner, (a) intentionally or knowingly damaging or destroying the tangible property of the owner; (b) intentionally or knowingly tampering with the tangible property of the owner and causing financial loss or substantial inconvenience to the owner or a third person; or (c) intentionally or knowingly making markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner. (See also GRAFFITI)

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

CYBERBULLYING: Defined by Section 37.0832 of the Education Code as 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.

DAEP (Disciplinary Alternative Education Program): A placement for students who have violated certain provisions of the Student Code of Conduct.

DANGEROUS DRUG: Defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

DATING VIOLENCE: When a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

DEADLY CONDUCT: When a person commits an offense by 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.

DEFERRED ADJUDICATION: An alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

DEFERRED PROSECUTION: May be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

DELINQUENT CONDUCT: Conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP): An educational program provided by the School District for students who have engaged in serious misconduct, such as assault, drug- or alcohol-related offenses, public lewdness, glue or paint abuses, and unruly, disruptive, or abusive classroom behavior. DAEPs are located off the regular campus so that students in DAEPs are separated from students in the regular program. The DAEP provides supervision and counseling and focuses on English language arts, mathematics, science, history, and self-discipline.

DISCRETIONARY: Something that is left to or regulated by a local decision-maker.

DISRUPTIVE BEHAVIOR: Any oral or physical behavior by a student that is deemed by a teacher or other school official to interfere with the delivery of classroom instruction or that infringes upon the peace and tranquility of the campus environment or a school-related activity.

DISTRICT LEADERSHIP TEAM (DLT): A District-level team composed of professional employees, parents, community members, and business representatives.

DUE PROCESS HEARING: A hearing provided any student who is recommended for expulsion at which time the student and parent/guardian can present evidence and testimony in the student's defense. The Hearing Officer makes the decision regarding expulsion based on the evidence presented at

the hearing. (See section V of this SAISD Student Code of Conduct for complete details of the due process hearing.)

EXPLOSIVE WEAPON: Defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism 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.

EXPULSION: An act of the District administration which prohibits a student from attending school for a period in excess of three school days. Expulsions can be for periods as long as a semester or a school year. In serious cases, an expulsion can be longer than one school year.

FALSE ALARM OR REPORT: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that the person knows to be false or baseless and that would ordinarily cause action by an official or voluntary agency organized to deal with emergencies, place a person in fear of imminent serious bodily injury, or prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or automobile or other mode of transportation. If the offense involves, among other services and entities, a public school, the offense is a felony.

FELONY OFFENSE: An offense that is considered grave and that is designated as a felony by law or is punishable by death or confinement in a penitentiary; an offense more serious than a misdemeanor.

FELONY CRIMINAL MISCHIEF: Criminal mischief constitutes a felony if the property damage meets or exceeds \$1,500. This offense may result in expulsion.

FERPA: Refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

FIREARM: Under federal law and offense code 90, includes:

- Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer;

Any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, or device similar to any of the preceding described devices. It also means any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled. Under Texas law, "firearm" generally means 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 converted to that use. "Firearm" does not include antique or curio firearms or replicas of antique or curio firearms.

FIREARM SILENCER: Defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization composed, in whole or in part, of students, which seeks to perpetuate itself by taking in additional members from the student population on the basis of the decision of the organization's membership as a whole, rather than on the free choice of the individual student.

GANG ACTIVITIES AND SECRET SOCIETIES: Students who participate in gang activities shall be subject to disciplinary action as outlined in the Student Code of Conduct. In addition, a person who coerces, solicits, or induces gang membership may be charged with a state jail felony or a third-degree felony in accordance with state law. The following activities may be considered to be gang-related:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other affiliation in any gang;
2. Committing any act or omission or using any speech, either verbal or nonverbal (gestures, handshakes, etc.), showing membership or affiliation in a gang;
3. Using any speech or committing any act or omission in furtherance of interest in any gang or gang activity, including, but not limited to:
 - i. Soliciting others for membership in any gang;
 - ii. Requesting any person to pay for protection, or otherwise intimidating or threatening any person;
 - iii. Inciting other students to act with physical violence upon any other person;
 - iv. Engaging in conduct with others in intimidating, fighting, assaulting, or threatening to assault others;
 - v. Committing any other illegal acts or other violations of District policies.

GANG-FREE ZONES: For purposes of the District, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any District-owned or -leased property or campus playground.

GRAFFITI: The offense of graffiti may fall into two categories:

- A person commits an offense if with paint, a permanent (indelible) marker, or an etching or engraving device and without the effective consent of the owner the person intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner. If the marking is made on a school (defined as private or public elementary or secondary school), and financial loss to real or tangible property is less than \$20,000, the offense is a felony.
- Graffiti that is made with items other than paint or an indelible marker, or an etching or engraving device may be categorized as criminal mischief and may be punishable as a felony or misdemeanor, depending upon the extent of the damage and/or other application of the law. (See also CRIMINAL MISCHIEF, VANDALISM)

HARASSMENT: Threatening to cause harm or bodily injury to another person, including a District student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b) (2) of the Education Code. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:

1. Imitating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
2. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
3. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
4. Sending repeated electronic communication in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

HAZING: Defined by Section 37.151 of the Education Code as any intentional, knowing, or reckless act directed against a student, whether on or off the campus, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, and confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in a District school, or that may reasonably be expected to cause a student to leave the organization or the school rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Penal Code.

HIT LIST: Defined by Section 37.151 of the Education Code as a list of people targeted to be harmed, using a firearm, as defined by Section 46.01 (3), Penal Code; a knife, as defined by Sections 46.01 (7), Penal Code; or any other object to be used with intent to cause bodily harm.

HONORARY PRIVILEGES: Are privileges allowed or granted by the school or the District such as but not limited to participation in school-related activities and events such as prom, graduation ceremonies, senior trips, noninstructional field trips, etc.

IAP: Individual Accommodation Plan. An IAP is developed for each student who receives Section 504 services to meet the student's individual needs.

IEP: Individual Education Plan. An IEP is the written record of the individualized education program prepared by the ARD Committee for a student with disabilities who is eligible for Special Education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the Special Education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state for District-wide tests; etc.

IMPROVISED EXPLOSIVE DEVICE: Defined by Penal Code 46.01 as 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.

INDECENT EXPOSURE: Defined by 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.

INDELIBLE MARKER (used for graffiti): A device that makes a mark with a paint or ink product that is specifically formulated to be more difficult to erase, wash out, or remove than ordinary paint or ink products.

INHALANTS (ABUSABLE GLUE OR PAINT): Glue or paint that is (a) packaged in a container holding a pint or less by volume or less than two pounds by weight; and (b) labeled in accordance with the labeling requirements concerning precautions against inhalation established by the Federal Hazardous Substances Act (15 U.S.C. § 1261, et seq.) and under regulations adopted under that Act.

IN-SCHOOL SUSPENSION (ISS): An alternative placement on the regular school campus for students officially removed from the regular classroom for disciplinary reasons. The school administration may place a student in ISS for a temporary period in accordance with the Student Code of Conduct.

INTIMATE VISUAL MATERIAL: Defined by Texas Civil Practices and Remedies Code 98B.001 and Texas Penal Code 21.16 as 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.

JURISDICTION: The sphere of authority or control; the territorial range over which District authority extends.

KNIVES: Knives fall into three categories in relation to offenses in this Student Code of Conduct. Possessing, using, or exhibiting any knife is prohibited by the SAISD Student Code of Conduct. Knives can cause serious injury and possessing, using, or exhibiting most knives are considered Level III or IV offenses and can result in expulsion or DAEP placement. Also, as with other weapons, using any knife in a threatening manner can lead to other serious charges.

1. A LOCATION-RESTRICTED KNIFE – Level IV Offense (expulsion): Defined by the Penal Code 46.01 as a knife with a blade over 5½ inches.
2. A PROHIBITED WEAPON – Level IV Offense (expulsion): A dagger or similar knife is classified as a prohibited weapon. The length of the blade is not a factor in identifying these knives, since they are identified by their design and features.

OTHER KNIVES: Possession of any other knife, with a blade length up to and including 5½ inches, is prohibited by the Student Code of Conduct. Lock-blade knives, if the blade is 5½ inches or less in length, are included in this category. The administrator determines the consequence based on the size of the knife and the student's actions regarding the knife (such as whether the student was possessing or was also displaying the knife.) These knives may be considered to be a violation of a Level III offense, resulting in DAEP placement, or Level II offense, generally resulting in suspension from school or other serious consequences.

KNUCKLES: Means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOOK-ALIKE WEAPON: Means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

MACHINE GUN: As defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

MANDATORY: Means that something is obligatory or required because of an authority.

MARTIAL ARTS OBJECTS: Various objects that may be used as weapons, such as shurikan (throwing stars), nunchakus ("nun-chucks"), tonfa (wooden weapon), staff, baton (short stick), and bolo (long cord with weights at each end). Many of these objects are within the definitions of illegal knives or prohibited weapons under the Penal Code, and their possession or use may constitute a Level III or IV offense.

MISDEMEANOR OFFENSE: An offense so designated by law or punishable by fine, by confinement in jail, or by both fine and confinement in jail; less serious than a felony.

NCLB ACT: The federal No Child Left Behind Act of 2001.

OBSCENE: "Obscene" as defined by Penal Code 42.07 means containing a patently offensive description of or a solicitation to commit an ultimate sex act, including sexual intercourse, masturbation, cunnilingus, fellatio, or anilingus, or a description of an excretory function.

ONLINE HARASSMENT: Person commits an offense if the person uses the name or persona of another person to create a web page on or to post one or more messages on a commercial networking site without obtaining the other person's consent AND with the intent to harm, defraud, intimidate, or threaten any person.

PARAPHERNALIA: Any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

PARENT: Throughout this document, the term "parent" refers to a parent, guardian, or other person having lawful control under court order.

PGP (Personal Graduation Plan): Recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the District as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

POSSESSION: The actual care, custody, control, or management of an object. Possession does not require that the person have the object being possessed on his/her person; having an object in one's locker, book

bag, telecommunication or electronic device, vehicle, or other area where one exercises care, custody, control, or management is possession. For administrative purposes, any student who accepts possession of an illegal or prohibited item and who does not submit it immediately to a school official shall be considered to be in possession of the item and shall be subject to appropriate disciplinary action.

PRIVILEGE: Permission or authorization to participate and/or hold membership in school-related or extracurricular activities, including, but not limited to, the following: honor and scholarship clubs/societies and activities, or other school-related clubs/societies and activities; school assemblies, graduation exercises, school dances, junior-senior proms, class or group trips (other than instructional field trips which are part of the curriculum); theater organizations, plays, presentations/performances, and talent shows; student body government, class organizations, and other similar activities and organizations; and participation in field days, carnivals, or other school-related celebrations.

PROHIBITED WEAPON: Under Texas Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical-dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

PROHIBITION: A rule, law, order, or decree that forbids something.

PUBLIC SCHOOL FRATERNITY, SORORITY, SECRET SOCIETY, OR GANG: An organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

PUBLIC LEWDNESS: Defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviant 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: That which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

REASONABLE SUSPICION: An awareness of facts about a particular student or students that reasonably suggests a violation of the Student Code of Conduct or other school policies or rules.

RETALIATION: Intentionally or knowingly harming or threatening another by an unlawful act in retaliation for or on account of the service of that person as a public servant (e.g., teacher), witness, informant, or one who has reported the occurrence of a crime.

SAT: One of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SCHOOL DAYS: Days the schools are in session according to the official District calendar adopted by the Board of Education.

SECTION 504: The federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for Special Education services under the Individuals with Disabilities Education Act, general education with appropriate instructional accommodations will be provided.

SELF-DEFENSE: The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

SERIOUS MISBEHAVIOR: (1) Deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or (4) conduct that constitutes the offense of: (a) public lewdness under Penal Code 21.07, (b) indecent exposure under Penal Code 21.08, (c) criminal mischief under Penal Code 28.03, (d) hazing under Education Code 37.152, or (e) harassment under Penal Code 42.07(a)(1) of a student or District employee.

SERIOUS OR PERSISTENT MISBEHAVIOR: Includes but is not limited to: (1) behavior that is grounds for permissible

expulsion or mandatory DAEP placement; (2) behavior identified by the District as grounds for discretionary DAEP placement; (3) actions or demonstrations that substantially disrupt or materially interfere with school activities; (4) refusal to attempt or complete schoolwork as assigned; (5) insubordination; (6) profanity, vulgar language, or obscene gestures; (7) leaving school grounds without permission; (8) falsification of records, passes, or other school-related documents; and (9) refusal to accept discipline assigned by the teacher or principal. Please see the Level III Offenses section for the definition of "persistent misbehavior," which is different than "serious or persistent misbehavior."

SEXTING: Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

SEXUAL HARASSMENT: Unwanted or unwelcome verbal or physical conduct of a sexual nature directed toward another person, whether by word, gesture, or any other sexual conduct, including request for sexual favors. (Note: Some conduct of this nature may be so offensive that it also may be classified as a felony or other illegal offense and may therefore result in DAEP placement or expulsion.)

SHAC (School Health Advisory Council): A group of at least five members, a majority of whom must be parents, appointed by the school board to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction, along with providing assistance with other students and employee wellness issues.

SHORT-BARREL FIREARM: Defined by Penal Code 46.01 as 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 that, as altered, has an overall length of less than 26 inches.

STATE-MANDATED ASSESSMENTS: Required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the exit-level TAKS or STAAR EOC assessment, as applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

SWITCHBLADE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term 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.

SUSPENSION (Out of School): An act of the school administration taken as a disciplinary action which prohibits

a student from attending school for one, two or three school days. The student is not allowed on the home campus or any other school campus or at any school-related activity during the period of suspension. If the student violates this prohibition, the student can be charged with illegal trespass, a Class C misdemeanor.

TELPAS: Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten through grade 12.

TERRORISTIC THREAT: Defined by Penal Code 22.07 as a threat to commit any offense involving violence to any person or property with intent to: (1) cause a reaction of any type 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, etc.; or (4) cause impairment or interruption of public communication, transportation, power supply, water, gas, or public service.

THREATS: A bomb threat and other threats may be classified as a "false alarm or report," which is a felony offense (see FALSE ALARM OR REPORT). Some threats are classified as "terroristic threats" (see TERRORISTIC THREAT). School personnel shall take all threats seriously, whether toward a person or a group or a school and take disciplinary action. In most cases, threats constitute Level III offenses and can result in DAEP placement.

TIRE DEFLATION DEVICE: Defined in part by Penal Code 46.01 as 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: Title 5 of the Penal Code identifies "offenses against the person" which include, but are not limited to, such serious crimes as murder, capital murder, manslaughter, criminally negligent homicide, aggravated kidnapping, indecency with a child, sexual assault, aggravated assault, aggravated sexual assault, injury to a child, elderly individual or disabled individual, and abandoning or endangering a child. For a complete listing and explanation, see Texas Penal Code.

TRESPASSING: A person entering or remaining on property or in a building without effective consent and the person had notice that the entry was forbidden or received oral or written notice to depart but failed to do so.

TRUANCY: Failure of a student to attend school or class when the student's absence has not been excused by the District.

TxVSN: The Texas Virtual School Network, which provides online courses for Texas students to supplement the

instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL: Refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

UNDER THE INFLUENCE: Lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

VANDALISM: Destruction or damage to property. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law, and may be subject to criminal penalties. (See also CRIMINAL MISCHIEF, GRAFFITI)

VOLATILE CHEMICALS: Harmful chemicals such as chloroform, acetone, ketone, methanol, toluene, etc. (See Texas Health and Safety Code Section 484.)

WEAPON: Any device, such as a gun, club, or knife, which can be used to inflict bodily harm upon a person.

ZIP GUN: Defined by Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

SECTION VII: CAMPUS BEHAVIOR COORDINATORS

As required by law, TEC 37.0012, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The District shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.SAISD.net. San Antonio Independent School District Board policy delegates to the principal or designee the authority to administer discipline at the campus level, and delegates the authority to remove students to a District Alternative Education Program (DAEP) or expulsion to the Juvenile Alternative Education Program (JJAEP). The campus behavior coordinator has the discretion to apply school-based discipline for specific violations or refer the matter to the District Disciplinary Hearing Office for review.

Campus	Behavior Coordinator	Email Address	Phone Number
Advanced Learning Acad. PK-3	Ana Joseph	ajoseph2@saisd.net	210-738-9760
Advanced Learning Acad. 4-12	Fabiola Rivera	frivera1@saisd.net	210-738-9763
Brackenridge High	Julissa Fisher	jsantellanes@saisd.net	210-228-1200
Burbank High	Mark Mendoza	mmendoza5@saisd.net	210-228-1210
CAST Med High	Gustavo Cordova	gcordova@saisd.net	210-228-3380
CAST Tech High	Jacob Barber	jbarber1@saisd.net	210-554-2700
Edison High	Charles Fears	cfears1@saisd.net	210-738-9720
Fox Tech High	Kate Nelson	Knelson1@saisd.net	210-738-9730
Highlands High	Miriam Aguilar	maguilar@saisd.net	210-438-6800
Houston High	Marlon Davis	mdavis4@saisd.net	210-978-7900
Jefferson High	Luis De La Garza	ldelagarza2@saisd.net	210-438-6570
Lanier High	John Hillard	jhillard1@saisd.net	210-978-7910
Phoenix Middle College	Robert Loveland	rloveland@saisd.net	210-486-7132
St. Philips ECH	Gregory Hiett	ghiett1@saisd.net	210-486-2406
Travis ECH	Michelle Garza	mgarza13@saisd.net	210-738-9830
YWLA 6-12	Sarah Moran	smoran2@saisd.net	210-438-6525
YMLA 4-12	Daniel Luna	dluna1@saisd.net	210-354-9652
Davis Middle	Juan Gonzalez	jgonzalez31@saisd.net	210-978-7920
Hot Wells Middle	Dr. Rose Engelbrecht	renglebrecht1@saisd.net	210-438-6585
Harris Middle	Robert Alfaro	ralfaro2@saisd.net	210-228-1220
Longfellow Middle	Derrick Cade	dcade@saisd.net	210-438-6520
Lowell Middle	Rachel Cantu	rcantu2@saisd.net	210-228-1225
Poe Middle	Yvonne Jordan	yjordan1@saisd.net	210-228-1235
Poe STEM DL Middle	Jennifer Tiller	jtiller1@saisd.net	210-438-6840
Rhodes Middle	Mariano Escobedo	mescobedo4@saisd.net	210-978-7925
Rogers Middle	Trista Saunders	tsaunders1@saisd.net	210-438-6840
Tafolla Middle	William Dockery	wdockery1@saisd.net	210-978-7930
Whittier Middle	Emerald Jimenez	ejimenez@saisd.net	210-738-9755

Campus	Behavior Coordinator	Email Address	Phone Number
Arnold Elem.	Rebeca Munoz	r@saisd.org	210-438-6530
Ball Elem.	Dona Casso	dcasso1@saisd.net	210-438-6845
Barkley/Ruiz Elem.	Emily Juarez	ējuarez1@saisd.net	210-978-7940
Baskin Elem.	Marissa Fain	mfain@saisd.net	210-438-6535
Briscoe Elem.	Pedro Coronado	Pcoronado1@saisd.net	210-2283305
Cameron Elem.	Brandy Lewis Lagrant	blewislagrant1@saisd.net	210-978-7960
Carvajal Elem.	Elisa Zavala	ezavala1@saisd.net	210-978-7970
Collins Garden Elem.	Cynthia Polanco	cpolanco1@saisd.net	210-228-3310
Douglass Elem.	Stephanie Ratliff	sratliff1@saisd.net	210-228-3315
De Zavala Elem.	Diana Martinez	dimartinez@saisd.net	210-978-7975
Forbes Elem.	Michelle Felix	mfelix2@saisd.net	210-438-6850
Foster Elem.	Danny Reyes	dreyes@saisd.net	210-438-6855
Franklin Elem.	Danette Almaraz	dalmaraz2@saisd.net	210-738-9790
Gates Elem.	Natasha Dennis	ndennis1@saisd.net	210-978-7980
Graebner Elem.	Veronica Foster	vrodriguez5@saisd.net	210-228-3320
Green Elem.	Jennifer Soto	jsoto4@saisd.net	210-228-3325
Herff Elem.	Klaudia Hidalgo	khidalgo1@saisd.net	210-228-3330
Highland Hills Elem.	Elsie Garcia	egarcia6@saisd.net	210-438-6860
Highland Park Elem.	Laura Arcos	larcos1@saisd.org	210-228-1220
Hillcrest Elem.	Santa Lopez	slopez3@saisd.net	210-228-3340
Hirsch Elem.	Kizzy Thomas Calhoun	kthomascalhoun1@saisd.net	210-978-7985
Huppertz Elem.	Connie Carey	Ccarey1@saisd.net	210-438-6580
JT Brackenridge Elem.	Cynthia Swanson	cswanson1@saisd.net	210-978-7950
Kelly Elem.	Jessica Ramirez	jramirez4@saisd.net	210-228-3350
King Elem.	Edith Silva	ebenavides@saisd.net	210-978-7990
Lamar Elem.	Brian Sparks	bsparks1@saisd.net	210-738-9800
Madison Elem.	Krista Kite	kkite1@saisd.net	210-438-6545
Margil Elem.	Andrea Castaneda	acastenda@saisd.net	210-738-9805
Maverick Elem.	Natasha Williams	nwilliams7@saisd.net	210-438-6550
Miller Elem.	Stephanie Jones	sjones8@saisd.net	210-978-7995
Neal Elem.	Maria Astorga	mastorga@saisd.net	210-738-9810
Ogden Elem.	Nora Mazingo	nmazingo@saisd.net	210-738-9815
Pershing Elem.	David Velasquez	dvelasquez1@saisd.net	210-738-9820
Riverside Park Elem.	Nicole Washington	nwashington1@saisd.net	210-228-3355
Rodriguez Montessori	Anthony Rodriguez	arodriguez3@saisd.net	210-978-8000
Schenck Elem.	Emma Saldana	esaldana2@saisd.net	210-438-6865
Smith Elem.	Cynthia Lopez	clopez19@saisd.net	210-228-3360

Campus	Behavior Coordinator	Email Address	Phone Number
Steele Montessori	Crystal Hillhouse	chillhouse1@saisd.org	210-438-6870
Storm Elem.	Irma Mares	imares1@saisd.net	210-978-8005
Washington Elem.	Herbert Cottrell	hcottrell1@saisd.net	210-738-9840
Wilson Elem.	Yvette Cantu	ycantu2@saisd.net	210-738-9845
Woodlawn Hills Elem.	Amanda Valdez	avaldez@saisd.net	210-438-6565
YWLA Page Elem. K-3	Jennifer Elwood	jelwood1@saisd.net	210-554-2710
Beacon Hill Academy	Rosa Deleon	rdeleon5@saisd.net	210-738-9765
Bonham Academy	Blanca Gebhart	bgebhart@saisd.net	210-228-3300
Bowden Academy	Veronica Valdovinos	vvaldovinos1@saisd.net	210-738-9770
Cotton Academy	Charles Logan	clogan1@saisd.net	210-738-9780
Crockett Academy	Kristina Smith	kjohnson2@saisd.net	210-738-9785
Fenwick Academy	Michelle Amaya	mamaya@saisd.net	210-438-6540
Hawthorne Academy	Andrea Chase	achase2@saisd.net	210-738-9795
Irving DL Academy	Veronica Garza	vgarza10@saisd.net	210-738-9740
Japhet Academy	Lisa Ortiz	lortiz@saisd.net	210-228-3345
M. L. King Academy	Cynthia Trejo	ctrejo2@saisd.net	210-978-7935
Mission Academy	Salina Mendez	smendez5@saisd.net	210-438-6880
Stewart Academy	Summer Ahmad	summer.ahmad@democracyprep.org	210-438-6875
Twain DL Academy	Elena Aldaz	ealdaz1@saisd.net	210-738-9745
W. Rogers Academy	Jesus Solis	jsolis5@saisd.net	210-738-9825
Woodlawn Academy	Maria Avila	mavila@saisd.net	210-438-6560
Carroll ECC	Jessica Rodriguez	jrodriguez20@saisd.net	210-978-7965
Gonzales ECC	Lisa Frost-Heal	lfrost1@saisd.net	210-438-6830
Knox ECC	Tabitha Palencia	tpalencia1@saisd.net	210-228-3365
Nelson ECC	Marisa Mendez	mmendez5@saisd.net	210-438-6555
Tynan ECC	Gregoria Velazquez	gvelazquez@saisd.net	210-738-9835
Brewer	Jillian Lipp	jlipp@saisd.net	210-438-6825
Cooper Navarro	Timothy Sumner	tsumner1@saisd.net	210-438-6810
Estrada DAEP	Colleen Selko	cselko@saisd.net	210-438-6820
JT Brackenridge DAEP	Cynthia Swanson	cswanson1@saisd.net	210-978-7950
Santa Rosa	Michael Jordan	mjordan@saisd.net	210-335-7865
Juvenile Detention	Michael Jordan	mjordan@saisd.net	210-335-7865
Healy Murphy LC	Michael Jordan	mjordan@saisd.net	210-335-7865
Healy Murphy PK	Michael Jordan	mjordan@saisd.net	210-335-7865
JJAEP	Michael Jordan	mjordan@saisd.net	210-335-7865
Highlands Texans CAN	Debra Cruz	tpcdcruz1@saisd.net	210-354-9340



SCHOOL BOARD

Christina Martinez, *President*
Alicia Sebastian, *Vice President*
Arthur V. Valdez, *Secretary*
Ed Garza, *Trustee*
Leticia Ozuna, *Trustee*
Patti Radle, *Trustee*
Sarah Sorensen, *Trustee*

SUPERINTENDENT

Pedro Martinez

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Presentation on the Transportation Services Stopfinder Free Parent Application

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Willie Burroughs, Chief Operations Officer

PRESENTER: Nathan Graf, Senior Executive Director Transportation
 Cesario Flores, Director Transportation Local

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive a presentation on the Transportation Services Stopfinder Free Parent Application. SAISD Transportation Services will be rolling out a new school bus free parent app for the 2021 2022 school year. This app will allow a parent to see their student’s bus route schedule, get real-time information on the location of the bus through the creation of alert zones, receive push notifications on bus schedule changes, and provides two-way communication with Transportation Services. SAISD will be the only school district in Bexar County to have a school bus parent app.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Appointment of Members to the Bond 2020 Citizens Advisory Committee

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Christina Martinez, Board President

PRESENTER: Sonia Canales, Director of Community Relations

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve individuals to serve on the Bond 2020 Citizens Advisory Committee (CAC). On August 16, 2021, the Board approved the initial listing of selected individuals to serve on the CAC, including three serving members and one alternate and extending the deadline to the next Board meeting. During this meeting, Trustees will add representatives to the Citizens Advisory Committee.

On June 21, 2021, the Board discussed and approved the Committee Charter for the Citizens Advisory Committee. Applications were then received by individuals interested in serving on the CAC. A total of up to 24 members will be appointed, with each Board member naming three individuals to serve on the Committee. The Charter states that two of the three individuals appointed by the Board members shall reside within the respective Single-Member District. The third individual appointed by the Board member shall live within SAISD. In addition, three additional at-large representatives will be nominated by the Superintendent from business and community organizations located within SAISD's boundary. The Board and Superintendent may also select alternates in the event a member is unable to continue to serve on the Citizens Advisory Committee.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board of Trustees approve additional individuals to serve on the Bond 2020 Citizens Advisory Committee.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.

- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and St. Mary's University

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Assistant Superintendent for CCMR

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and St. Mary's University to increase the pool of highly qualified science, technology, engineering, and mathematic (STEM) teachers in high-need school districts. St. Mary's University will focus on strengthening their Teacher Certification program and encourage STEM teachers to teach at high-need schools and develop strategies and resources to support new STEM educators in both their undergraduate studies and in the early stages of their career.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with St. Mary's University as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

**Memorandum of Understanding (MOU) Between
St. Mary's University and the San Antonio Independent School District:**

Background

St. Mary's University (St. Mary's) recently received an award from the National Science Foundation (NSF) for a Noyce Capacity Building grant. The purpose of the grant is to develop a plan to increase the pool of highly qualified science, technology, engineering, and mathematics (STEM) teachers in High Needs school districts with predominantly Hispanic students. Specifically, our Capacity Building Partnership will focus on strengthening St. Mary's STEM with Teacher Certification programming; encouraging STEM pre-service teachers to teach in high-need schools; and developing strategies and resources to support new STEM educators both in their undergraduate studies and in the early stages of their professional K-12 teaching career. Activities include developing baseline information on career motivation and awareness of K-12 STEM teaching as a career path, and key aspects of teacher preparedness. The period of performance for this grant is from March 1, 2021 through February 28, 2022.

As described in our proposal, we will partner with the San Antonio Independent School District (SAISD) administration to achieve grant goals and objectives. The grant team will use a combination of surveys and interviews of school administrators, K-12 STEM teachers, and students in SAISD, as well as St. Mary's STEM students and STEM with Teacher Certification graduates. The results of this Noyce Capacity Building partnership with SAISD will provide a strong basis from which St. Mary's, on behalf of our SAISD partners, will prepare and submit a full NSF Noyce proposal [Track 1: Scholarships & Stipends] in August 2022.

Purpose

To achieve the goals and objectives of our NSF Noyce Capacity Building program, and as indicated in the letter of support from the SAISD Superintendent's office in our proposal, we will partner with teachers and administrators from SAISD. The purpose of this Memorandum of Understanding is to clarify the roles and responsibilities of St. Mary's and SAISD in this collaborative effort.

Roles and Responsibilities

SAISD Responsibilities

Consistent with existing SAISD policies and procedures, SAISD will provide the following support to the St. Mary's NSF Noyce team:

- 1) Contact information and introductions to high school principals/school leaders in SAISD for the purposes of conducting an online survey about STEM teacher needs and early career supports.
- 2) Through the contacts made in (1) above, contact information and introductions to key K-12 STEM teachers from high needs schools for the purposes of conducting interviews (virtual or in-person) to gain perspectives on the characteristics of successful STEM teachers.
- 3) Suggestions to the St. Mary's NSF Noyce team on ways to improve response rates to survey and interview requests.

St. Mary's Responsibilities

Staff and Faculty from the St. Mary's NSF Noyce team will provide the following to SAISD partners:

- 1) Point of contact information for all members of the St. Mary's Noyce team.
- 2) Previews of survey instruments and interview format/questions for SAISD review.
- 3) Periodic updates on survey/interview results and progress towards grant goals and objectives.

- 4) A summary of results from the Capacity Building grant, and updates on the preparation of a full NSF Noyce proposal [Track 1: Scholarships & Stipends] to be submitted in August 2022.

Conditions

Beyond the roles and responsibilities outlined above, this MOU does not represent a commitment of any additional resources or funding by either SAISD or St. Mary’s.

Duration

This non-binding MOU is at-will and can be modified by mutual consent of the participants (SAISD and St. Mary’s). Unless extended by mutual consent of the participants, this MOU will be in effect until February 28, 2022.

St. Mary’s Contact Information

NSF Noyce PI: David R. Turner (St. Mary’s)
Associate Professor of Environmental Science
dturner@stmarytx.edu
210-436-3235

NSF Noyce Co-PI: Dr. Angeli Willson
Chair and Associate Professor of Education
awillson@stmarytx.edu
210-436-3121


Administrative contact: Irene Holguin
Director, Sponsored Projects, Academic
Research, and Compliance
iholguin2@stmarytx.edu
210 431 6787


SAISD’s Contact Information


John Strelchun
District Grants Director
jstrelchun@saisd.net
210-554-2535

Christina Mank-Allen
Career & Technical Education Director
CMANK1@saisd.net
210.554.2610 ext. 54265

Signatures



Authorized St. Mary’s Representative
William Buhrman
Interim Provost and VP Academic Affairs




Date

Authorized SAISD Representative

Date



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career and Military Readiness
Board Meeting Date:	September 13, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and St. Mary's University
Presenter:	Johnny Vahalik, Assistant Superintendent for CCMR
Cost:	Provided free of cost to SAISD
Board Goal:	Goal 9 – Increase the percent College, Career, & Military Ready (CCMR)

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
30,000	200	93	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>San Antonio ISD continues to face the challenging task of recruiting highly qualified science, technology, engineering, and math (STEM) teachers. By participating in the National Science Foundation grant, St. Mary's University will partner with teachers and administrators from SAISD to educate, support, and strengthen the applicant pool for STEM teachers in high need schools.</p> <p>St. Mary's University has agreed to provide this service at no cost but will utilize the NSF Grant for funding.</p> <p>This agreement will benefit SAISD in efforts to recruit and retain highly qualified STEM teachers.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Acadian Ambulance Service, Inc. to Provide Medical Director Services**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Assistant Superintendent for College, Career, and Military Readiness

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Acadian Ambulance Service, Inc. to provide Medical Director services to support the development of students' work readiness and exposure to practical clinical experiences. The clinical experience provided through this party satisfies the training requirements with the health science students at Edison High School.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with Acadian Ambulance Service, Inc. as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

AGREEMENT BETWEEN
ACADIAN AMBULANCE SERVICE, INC.
AND
Edison High School First Responder Academy
AGREEMENT FOR EMT-BASIC STUDENT AFFILIATION

This Student Affiliation Agreement (“Agreement”), effective as of **August 1, 2021** (the “Effective Date”), is by and between:

Acadian Ambulance Service, Inc. (hereinafter “Acadian”), is a domestic corporation lawfully organized under the laws of the State of Louisiana; appearing herein through its duly authorized agent, Kirk LaCour, Director of the National EMS Academy; and

Edison High School First Responder Academy (hereinafter “School”), appearing herein through its duly authorized agent, Pedro Martinez, Superintendent SAISD, Career & Technology Education

WHEREAS, Acadian and School recognize the need for a cooperative agreement in educational programs for Emergency Medical Technician (EMT)/Paramedic students; and

WHEREAS, School desires to provide clinical or other field work experience and instruction as part of its educational programs for its students (the “Students”); and

WHEREAS, Acadian, in the interest of furthering the educational objectives of the School, desires to make its facilities available to the Students for such experience;

WHEREAS, the parties desire to facilitate the placement of students in the following educational programs:

- Emergency Medical Technician (EMT)

NOW THEREFORE, in consideration of the promises and mutual covenants, agreements and undertakings hereinafter set forth, it is hereby agreed:

1. Contract Documents.

The Contract Documents consist of this Agreement and, if there are exhibits hereto, all exhibits that are specifically listed in this Section 1 and initialed by the parties. All such exhibits shall be attached hereto and made a part hereof as though copied verbatim herein:

- A. The following listed exhibit is attached and made a part of this Agreement:

Exhibit A: Acadian Ride-Along /Observer Program (ACADIAN Initials) (School Initials)
Exhibit B: Acadian Ride-Along/Observer Agreement (ACADIAN Initials) (School Initials)
Exhibit C: Acadian Safety vest & Footwear Memo (ACADIAN Initials) (School Initials)

2. Clinical Experience.

In consideration of the mutual benefits to be derived by each of the parties herein, Acadian grants permission to School, and School agrees, to assign and place students in the EMT and Paramedic Field Clinical and Internship Program (the "Program") at Acadian, on a semester-by-semester basis, for the purpose of furthering the training of such students.

After consultation with Acadian, School will plan and implement the educational program for the clinical and field internship experience on Advanced Life Support or Critical Care Life Support Ambulances, including coordinating with Ambulance Operations personnel in planning clinical experience dates, time, and number of students at any given time.

Acadian agrees to provide clinical preceptors to oversee and supervise students during their clinical rotation in each location specified above. The Preceptor/Student ratio shall not exceed one (1) Preceptor to one (1) student per clinical area.

Patients shall be made aware that care is provided by students (Patients have a right to refuse care rendered by students). Acadian reserves the right to direct and/or administer patient care.

3. Term.

This agreement shall be for five (5) year commencing on the Effective Date (the "Primary Term") and shall be auto-renew every five (5) year therefrom, on the anniversary of such Effective Date (the "Contract Termination Date") provided, however that if the Contract Termination Date occurs prior to the completion of a Program semester for which student are then-currently placed at Acadian, then the term of this Agreement shall extend to the end of such then-current semester. Either party shall have the right to terminate this Agreement, prior to the Contract Termination Date by giving 90 days' prior written notification of such termination provided.

4. Roster.

At least two weeks prior to the commencement of a Program semester, School shall provide Acadian with a roster setting forth the name of each student who will be placed in the Program at Acadian and the term of each semester during which such clinical rotation or internship / externship shall occur. The roster shall include the specialty of each student, the estimated number of hours to be performed at Acadian pursuant to this Agreement. Acadian has the right to approve or limit the number of students assigned to a particular area.

5. Academic Preparation, Assignment, Supervision Rules.

School agrees that each student placed pursuant to this Agreement shall have completed academics appropriate to the level of training prior to assignment to the Program. School will designate a coordinator for each student assigned to Acadian. The designated coordinator(s) shall schedule the assignment of students at Acadian with mutual agreement of both School and Acadian. School agrees the designated coordinator will be available by telephone, pager, or other immediate means of contact at all times while students are present at Acadian. School agrees that while at Acadian, the students shall observe and act in accordance with all applicable Acadian policies, procedures, and directives.

School agrees that each instructor placed pursuant to this Agreement shall have appropriate education and clinical background to supervise the area they are assigned students.

6. Procedure and Required Documentation.

No student shall be permitted to participate in the Program without a School issued identification badge. At least two weeks prior to commencing the Program, Acadian shall be notified in writing by School that each student is compliant with regard to the following matters. School agrees that no student will begin the Program until fully compliant with the matters herein. ACADIAN shall be provided with evidence of compliance with each of the following matters with respect to each student:

- 1) Health insurance coverage for each student if covered;
- 2) Hepatitis B vaccination or appropriate waiver;
- 3) Negative TB/PPD skin test or Negative Chest X-ray;
- 4) Proof of Varicella vaccine; if no history of chicken pox, or appropriate waiver;
- 5) Proof of Tetanus vaccine or appropriate waiver;
- 6) Proof of Influenza vaccine or appropriate waiver (flu season);
- 7) Current certification of CPR;
- 8) Evidence of training and education in occupational exposure to blood borne pathogens, protective practices to avoid contamination, and procedures for decontamination in case of exposure to infectious materials;

7. Evaluation, Withdrawal.

Both Acadian and School shall evaluate the performance of each student enrolled in the Program. At any time during the Program, Acadian may require School to withdraw any student whose appearance, conduct, or work is not in accordance with Acadian policies or other acceptable standards of performance. Final action regarding a student's evaluation or withdrawal shall be the responsibility of School but final decision student's suitability and acceptance for the Program shall be with Acadian.

8. Miscellaneous Provisions.

A. Binding Agreement.

Assignment. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns. The Agreement shall not be assignable by either part without the prior written consent of the other party.

B. Warranty of Authority.

Each of the parties represents and warrants that it has the full power and authority to enter into this Agreement, that all required action has been duly taken in connection herewith, and that upon execution this Agreement shall become a binding obligation, enforceable in accordance with its terms and applicable laws.

C. Severability.

If any term, covenant, or condition of this Agreement or the application thereof shall be deemed by a court of competent jurisdiction to be unlawful, invalid, or unenforceable, those terms of this Agreement which are valid and enforceable shall not, and the application of any term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable shall not be affected thereby, and all other terms shall be valid and enforceable to the fullest extent permitted by the law.

Entire Agreement.

This instrument contains the entire Agreement of the parties. It may not be changed orally but only by an Agreement in writing.

D. Notice Procedure and Addresses.

Any notice request, demand, instruction or other communication to be given any party hereunder or in connection with this Agreement shall be in writing and shall be deemed to be sufficiently given or served for all purposes if personally delivered or when deposited in the U.S. Mail by certified mail, or return receipt requested, postage and registration charges prepaid, addressed to party-recipient at its last known address.

E. Headings.

The Section headings contained in this Agreement are for convenient reference only, and shall not in any way affect the meaning or interpretation of this Agreement.

F. Counterparts.

This Agreement may be executed in multiple counterparts (including counterparts executed by one party), each of which shall be an original, but all of which shall constitute a single agreement.

G. Amendment.

This Agreement may be amended only in a writing executed by the parties hereto, which specifically states that it amends this Agreement.

H. Waiver.

Failure of any party to insist upon strict observance of or compliance with any term of this Agreement in one or more instances shall not be deemed to be a waiver of its rights to insist upon such observance or compliance with other terms hereof, or in the future.

I. Governing Law.

This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Texas excluding the conflicts of law's provisions thereof that would otherwise require the application of the law of any other jurisdiction. The parties agree that the courts of Harris County, Texas shall have exclusive jurisdiction and venue with respect to any litigation or other proceeding between the parties arising out of or in connection with this agreement.

J. HIPAA Requirements.

Both School and Acadian, shall at all times comply with the standards of documentation and confidentiality mandated by the State and federal regulatory agencies and accrediting agencies, as same may be modified and amended from time to time including applicable requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the standards of the Commission on Accreditation of Ambulance Service (CAAS), administrative and medical record policies and guidelines established and approved by Acadian.

Employees, students, or agents of the School will follow Acadian policies regarding HIPAA regulations. Orientation/education on Acadian policies for the aforementioned parties will be either directly from Acadian or via School instructors.

For any action that may arise from inappropriate use or release of confidential patient health information by School, its employees, students, or agents, Acadian may terminate this Agreement, dismiss the student, and/or file a complaint with the Office of Civil Rights. School agrees to notify the hospital if they or any of their employees, students, or agents are sanctioned by or otherwise excluded from participation in any federally funded plan or program. School agrees to hold Acadian harmless for all actions that may arise from the inappropriate use or release of confidential patient information by their employees, students, or agents.

Each party will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations.

School agrees that students will sign Acadian's Confidentiality Statement.

9. Nondiscrimination.

All services provided under this Agreement shall be provided without differentiation or discrimination because of race, color, national origin, ancestry, religion, sex, marital status, sexual orientation, age, disability, health status, or source of payment. Provider agrees to comply with all applicable laws prohibiting discrimination.

10. Compensation.

This Agreement involves no exchange of monies or payment.

11. Program Participation and Accreditation.

School is an Accredited Emergency Medical Services Program through the Commission on Accreditation of Allied Health Education Programs. As a respected member of School’s Community of Interest, Acadian agrees to participate in semi-annual Clinical Advisory Committee meetings as required by the Commission on Accreditation of Allied Health Education Programs.

IN WITNESS WHEREOF, this instrument has been executed to manifest the understanding of the parties:

Edison High School First Responder Academy

Acadian Ambulance Service, Inc.

Pedro Martinez
Superintendent SAISD

Taylor Richard

Taylor Richard
Director-National EMS Academy

Date

07/12/2021

Date

Exhibit A: Acadian Third Party Rider Training Packet

Ride-Along / Observer Program

NAME OF SPONSORING ENTITY

NAME OF PARTICIPANT

UNIT #

SCHEDULED DATE(S) OF RIDE-ALONG

TRAINING ADMINISTERED BY

TRAINING DATE

FOR OFFICE USE ONLY:

OPERATIONS MANAGER APPROVAL

PRINTED NAME

NEMSA APPROVAL

PRINTED NAME

COMPLIANCE APPROVAL

PRINTED NAME

Participant Restrictions and Responsibilities

Ride-Along Standards

With the exception of Acadian Explorers and students, Ride-Along/Observer participants 1 2 shall act as observers, that is, they must not become physically or verbally involved in an incident, unless directed to do so by an Acadian employee.

Ride-Along/Observer(s) shall not attempt to assist Acadian employees with any aspect of routine duties or emergency operations. Ride-Along/Observer(s) shall remain in cab during initial stages of any activity to eliminate impeding operations and safety concerns.

The Operations Supervisor, or designee, shall take reasonable care to prevent the Ride-Along/Observer from becoming physically involved in or assisting in the following types of incidents:

- Crime Scenes
- Violent patients
- Patients with known infectious diseases
- Situations involving or likely to involve the display or use of firearms
- Other activities or situations that is likely to increase the participant's risk or exposure.

If the Operations Supervisor, or designee, receives a potentially hazardous call or realizes they may become immediately involved in a potentially hazardous situation, the Ride-Along/Observer should be instructed to remain in the Acadian vehicle or not provided information on the location by any Acadian personnel. It is also acceptable to leave the Ride-Along/Observer at the station.

At the discretion of the preceptor, Acadian Explorers and NEMSA students may practice skills under direct observation and/or supervision³. These skills shall correspond with the scope of practice and training guidelines associated with the student's education program.

Ride-Along/Observer under the direction of the Operations Supervisor, or designee, may assist crew members as needed with minor cleaning, re-stocking of supplies and carrying equipment to and from incidents.

Failure to follow the directions of the Operations Supervisor or designee, Rules of Conduct, Acadian policies and procedures will result in removal of the privilege to participate as a Ride-Along/Observer.

¹ All Acadian Explorer shifts shall be overseen by the area operations management team and approved preceptors. Students are granted the authority to perform skills to the level of training attained in the Explorer program.

² All student ride shifts shall be overseen by NEMSA with assistance from the area operations management team and NEMSA approved preceptors. Students are granted the authority to perform skills to the level of training attained in the EMS education program for which they are enrolled. Additionally, all students riding on Acadian Ambulance Service, Inc. ambulances must be a student of an approved EMS Education Program that executed and has in effect a Clinical Affiliation Agreement between the school and Acadian Ambulance Service, Inc. All students riding with Acadian Ambulance Service, Inc. under a clinical affiliation agreement must ride with a preceptor trained and approved by NEMSA.

³ Id at Footnote 1 - However, Acadian Preceptors remain responsible for care and treatment of all patients and as such, Acadian Preceptors may prohibit a student from performing any skill, procedure, intervention, or other treatment if the Acadian Preceptor feels it is in the best interest of the patient.

Dress and Appearance

Ride-Along/Observer shall be neat and clean in appearance. Their personal hygiene and grooming must be acceptable to the Operations Supervisor and/or Manager. Long hair shall be pulled back and tied so as not to interfere with activities. While participating in the Ride-Along Program, the Rider is, may be perceived as representing Acadian.

Ride-Along/Observer shall wear suitable attire. Dark pants and light plain shirts are recommended (no jeans). No writing or artwork is allowed on clothing, except small brand logos are acceptable. Ride-Along/Observer must wear flat, closed-toe shoes (steel-toed is strongly recommended). The following clothing items are prohibited: open toe shoes, sandals, high heels, shorts, tank tops, garments with offensive messages, garments that are excessively loose, and/or excessive loose jewelry with the exception of a ring and a watch.

Students engaged in clinical shifts are required to wear uniforms and meet the grooming standards set forth in the clinical affiliation agreement executed between Acadian and their respective education institution.

Ride-alongs from agencies outside of Acadian may wear their agency uniform with prior approval. Student ride-alongs may wear their class uniforms with prior approval.

Rules of Conduct⁴

No firearms or other weapons may be brought onto Acadian property or carried during the ride along.

No alcoholic beverages or drugs are to be brought onto Acadian property nor consumed prior to the ride. The smell of alcoholic beverages or marijuana, etc., on the breath will prohibit you from participating. Use of tobacco products is not permitted in any station or vehicle.

Participants shall wear a seat belt as per State Law and Acadian policy. Participants shall carry a valid Driver's license or identification with them during the ride along at all times.

At no time will observers be permitted to take pictures, use a video camera or any other audio-visual recording device while on the scene of an incident. Requests for media ride-alongs will be dealt with separately through the Compliance Officer.

Ride-Along/Observer(s) will treat private health information as strictly confidential. Disclosure of private health information outside of the organizations who are working with the patient is strictly forbidden. No response documents or copies, on which individually identifiable information such as name, address, SSN, etc shall be removed, disclosed or transmitted off site.

Ride-Along Participants will be responsible for bringing his/her own meals or can make arrangements to buy meals.

⁴In addition to the Rules of Conduct set forth herein, students participating in an approved clinical program must follow all rules, policies, and procedures set forth in the clinical affiliation agreement executed between Acadian and the student's respective education institution.

Privacy Policy

What is the Privacy Rule?

The Privacy Rule was developed to enforce the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The rule covers Protected Health Information (PHI) which is information containing patient identifiers, such as; the patient's name, social security number, medical record number, address, photographs, driver's license number, etc. The Privacy Rule focuses on protecting patient health information by requiring healthcare providers like Acadian to develop policies and procedures aimed at safeguarding PHI.

Uses and Disclosures

A healthcare provider can generally use and disclose PHI for the purposes of rendering care to a patient, receiving payment for the care rendered and for matters related to its own operations. This group of disclosures also permits a covered entity to provide PHI to other healthcare providers that have a treatment relationship with the patient for these purposes as long as the healthcare provider adheres to the requirements of the Privacy Rule. Any uses and disclosures made incidental to those made for treatment, payment and healthcare operations are also protected under the Privacy Rule if the healthcare provider has, in place, safeguards to protect against unauthorized disclosures.

A healthcare provider may also disclose PHI in other circumstances such as to the patient or his/her designee directly, as required by law, or to agencies conducting investigations.

The Minimum Necessary Rule

The minimum necessary requirement is an important element of the Privacy Rule because it limits the use and disclosure of PHI or request for PHI to that which is necessary to carry out the specific task at hand. What this means is that, even if a disclosure is generally authorized, if the person disclosing the PHI discloses more than is necessary, this could result in a violation of the Privacy Rule.

The Privacy Rule also deals with the access that people have to certain PHI. People should only have access to that PHI which is required to carry out their job duties.

Importance of the Rule/Sanctions

The rule imposes severe civil and criminal penalties. Violations of this rule could result in criminal penalties of up to \$250,000 and or 10yrs in prison.

Safeguarding PHI

Patient care should only be discussed with individuals who are involved in the patient's treatment or who have some other right to use or disclose such information under the Privacy Rule.

When discussing patient information, Ride-Alongs/Observers should be aware of their environment and should, when feasible, avoid discussing patient care at a volume that can be overheard by individuals who are not authorized to use or disclose such information.

Ride-Alongs/Observers should be sensitive to who may be in viewing range of a monitor/tablet and take simple steps to shield viewing of the screen by unauthorized persons.

Privacy Officer

Officer Beth Leblanc
Phone 800-259-3333 Ext 4030
Address HIPAA@acadian.com

Compliance Officer

Officer Corey Chapman
Phone (337) 291-4057
Address compliance@acadian.com

Exhibit B: Acadian Safety Vest Requirement Memo



Ride-Along/Observer Agreement

As a participant in Acadian's Ride-Along/Observer Program, I understand that Acadian Ambulance Service, Inc. ("Acadian") provides services to patients and customer that are private and confidential and that I am a crucial step in respecting the privacy rights of Acadian's patients. I understand that it is necessary, in the rendering of Acadian services, that patients and customers provide personal information and that such information may exist in a variety of forms such as electronic, oral, written or photographic and that all such information is strictly confidential and protected from improper use and disclosure by federal and state laws.

I agree that I have had an opportunity to review the information regarding the Ride-Along/Observer Program. By my signature, I acknowledge receipt of privacy training and understand the importance of upholding the integrity and confidentiality of Acadian's customers and patients.

I agree that I will comply with all policies and procedures set in place by Acadian during my experience as a Ride-Along/Observer with Acadian. If at any time I knowingly or inadvertently breach the patient confidentiality or these policies and procedures, I agree to notify the Compliance Officer or Privacy Officer of Acadian immediately.

I also understand that I may be exposed to other confidential or proprietary information of Acadian and I agree not to reveal any of that information to anyone at any time.

In addition, I understand that a breach of patient confidentiality may result in immediate suspension or termination of the privilege to gain clinical experience or observe the activities of Acadian. Upon termination of this privilege for any reason, or at any time upon request, I agree to return any and all patient confidential information in my possession. As a general rule, I understand that any patient or confidential information that I see or hear while a Ride-Along/Observer will stay here at Acadian when I leave.

I have been given an overview of the policies and procedures and have been given access to review those policies. I agree to abide by all policies or my privilege to participate in clinical activities or to otherwise observe Acadian activities will be terminated.

I am fully cognizant of all of the hazards, risks and dangers normally and usually attendant to such duties and undertakings, including but not limited to the unusual speed of emergency vehicles, exposure to infectious diseases, entrance into and operations in hazardous areas, and do hereby assume all of the risks of injury to myself and/or damage to my property which occurs

or may occur before, during or after the time during which I am a passenger in an Acadian vehicle and while at the scene of an emergency. I assume all risks, dangers and hazards associated with emergency medical vehicles and also with any negligence of the employees and/or officers of Acadian Ambulance Service, Inc., whether said negligence be associated with risks, dangers or hazards normally attendant to an emergency medical vehicle or associated with ordinary negligence in the operation, loading, and unloading of any vehicle

APPLICANT'S SIGNATURE

DATE

APPLICANT'S PRINTED NAME

PARENTS SIGNATURE (IF MINOR)

Exhibit C: Acadian Safety Vest Footwear Requirement Memo



Re: Safety vests and footwear for EMS students riding on Acadian ambulances

To Whom It May Concern:

Acadian Ambulance Service requires that all of its field personnel and student riders to wear safety vests when operating on or near roadways. Each year, an unacceptable number of public safety personnel are seriously injured and killed by careless motorists.

Our decision is part of a proactive initiative to enhance Acadian's culture of safety awareness while directly improving our personnel's visibility. We feel strongly that this culture should be extended to those who are learning to become future EMS providers.

All student riders that participate in field clinical rotations on Acadian Ambulances must possess a safety vest with reflective material on the front and back. The vest should be high-visible green and free of any logo or text. However, EMS training institutions may optionally choose to silkscreen its logo on the vest's left front and the words "EMS Student" on the back.

The footwear policy at Acadian Ambulance has recently changed. In an effort to protect both employees and students, all must adhere to the following footwear policy: All footwear must follow the guidelines listed:

- a. An all black work boot with adequate ankle protection (of approximately 6 inches or more in height)
- b. Lace up (preferred) or slip on
- c. Slip and Oil resistant sole – hard or leather bottom footwear prohibited
- d. Defined heel no greater than 1" – the black of the heel is at an approximate right angle from the sole of the shoe and from the ground when standing.
- e. Crocs, clogs, flip-flops, tennis shoes, athletic shoes, skele-toes etc. are not allowed.

Preceptors have been instructed to send students home if they are not in compliance with this policy.

Thank you in advance for your compliance with this policy. Please call me if you have any questions.

Regards,

National EMS Academy Director



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career and Military Readiness
Board Meeting Date:	September 13, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Acadian Ambulance Service, Inc. to Provide Medical Director Services
Presenter:	Johnny Vahalik, Assistant Superintendent for CCMR
Cost:	Provided free of cost to SAISD
Board Goal:	Goal 9 – Increase the percent College, Career, & Military Ready (CCMR)


IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
17	1	1	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>San Antonio ISD has implemented the Health Science Magnet Program at Edison High School. To stay in accordance with the Texas Department of State Health Services and to provide necessary clinical experience and training for the students to obtain certifications, SAISD must partner with a medical director to oversee the EMT course.</p> <p>Fifteen students successfully participated in the program in 2020-2021. Students were expected to participate in 12-hour rotations with a minimum of 8 patient contacts transported to local emergency departments. Students also fully participated in patient care and all skills to the level of their training. Currently there are seventeen students enrolled for the 2021-2022 school year with the expectation that all seventeen will complete the program and pass national registry.</p> <p>Acadian has agreed to provide this service at no cost if students are covered by applicable professional liability and general liability insurance for the duration of the EMT course.</p> <p>This agreement is required to permit the EMT students of Edison High School with</p>
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the necessary experience and curriculum requirements to the health science students. The program is advertised as part of the Career & Technical Education Department for Edison High School.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Agreement Between SAISD and the University of Texas at San Antonio (UTSA)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Kristen Williams, Executive Director of Disability Services

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Agreement between SAISD and the University of Texas at San Antonio (UTSA) which will place current graduate practicum students from the UTSA School Psychology Program with SAISD Licensed Specialist in School Psychology (LSSP) employees to receive job-related experience. Students will perform services under the supervision of a SAISD LSSP.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board of Trustees approve the Memorandum of Agreement between SAISD and UTSA.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

UTSA

School Psychology Program

Memorandum of Agreement Between Program and Practicum Site

AGREEMENT

- **Purpose** – The purpose of this agreement is to clarify the responsibilities of all parties involved in this clinical training experience. Clinical supervision assists with understanding issues associated with school psychology practice; developing new insights and perspectives; improving knowledge, skills, and competence; professional accountability; and ensuring that clients receive appropriate services. All parties should sign this form if they agree to perform the duties described below.

- **University** – The University agrees to:
 1. Notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the Practicum site.
 2. Monitor and ensure that the Practicum is consistent with program goals.
 3. Assign a university faculty member to facilitate communication between the university and the site.
 4. Arrange a meeting/phone conference to discuss the student's clinical training experience.
 5. Be available for consultation (*University supervisors may not be available during UTSA semester breaks).
 6. Be available should any problem or change occur in relation to the student, site, or university.
 7. Be responsible for the assignment of a course grade.

- **Practicum Site** – The Practicum site agrees to:
 1. Assign a site supervisor who has appropriate credentials, time, and interest for training the university student. The supervisor is responsible for maintaining the integrity and quality of the Practicum, and assumes responsibility for all duties performed by the student while under supervision. For school settings, the supervisor *should* have at least three years experience and hold a valid credential as a Licensed Specialist in School Psychology. For nonschool settings, the supervisor must be a Licensed Psychologist with expertise and training appropriate for that setting.
 2. Make a commitment to the Practicum as a learning experience, in which the student has opportunities to attain professional competencies through carefully supervised activities.
 3. Provide opportunities for the student to engage in a variety of school psychology activities (e.g., assessment, intervention, behavior management, consultation, systems-level services) with a range of age groups and populations to ensure a breadth of experience and for the purpose of evaluating the student's performance.
 4. Negotiate a training plan with the student that will be based on desired professional experiences (e.g., with specific populations, with specific assessment methods), the student's career goals, and the needs of the district/agency. Negotiate and agree to a consistent and predictable schedule. Please sign and attach your agreed upon schedule to this agreement form.
 5. Provide a safe and secure work environment with adequate work space, telephone, office supplies, and staff support to conduct professional activities.
 6. Provide appropriate supervisory contact that involves examination of student work using audio/video tapes, observation, review of case notes and psychological reports, review of test record forms, and/or live supervision. Supervision must be structured, face-to-face, and focused on helping the student attain competencies, and the preponderance of supervision should be conducted individually. For Practicum, a minimum of one hour of supervision per week must be provided.
 7. Participate in formal written evaluations of the student's progress at two points during the year, and consult with university faculty about the student's progress.
 8. Contact the University supervisor if any significant problem occurs with the student's performance or clinical experience.
 9. Encourage the student's participation in continuing professional development activities. In addition to the scheduled supervision, there is additional opportunity for learning experiences that could include case conferences, professional seminars, in-service training, and other activities approved by the field supervisor.

- **Student** – The university student agrees to:
 1. Adhere to the administrative policies, rules, standards, and practices of the Practicum site.
 2. Practice in accordance with relevant ethical and legal standards, including the *Principles for Professional Ethics* (NASP, 2020) and state guidelines. Any breach of these standards or other unethical behavior will result in the student’s removal from the clinical training site, a failing grade, and initiation of the Fitness to Practice process.
 3. Act in a professional manner with clients, teachers, staff members, and supervisors.
 4. Identify themselves appropriately to clients and others (i.e., as a Practicum Student).
 5. Keep the clinical site and university supervisors informed regarding his/her clinical training experiences.
 6. Secure professional liability insurance coverage.
 7. Provide own transportation to and from the clinical site.
 8. Meet the minimal level of knowledge, skills, and competence to complete course requirements.
- **Equal Opportunity** – It is mutually agreed that no party shall discriminate on the basis of race, color, nationality, ethnicity, age, sex, or creed.
- **Termination** – It is understood and agreed by and between the parties involved that the agency/institution/school district has the right to terminate the clinical training experience. If, in the opinion of the site supervisor, a student’s behavior is detrimental to the operation of the agency/institution/school district and/or to client care, the student’s participation at the site may be terminated. Such action will not be taken until the grievance against the student has been discussed with the student and with university supervisors. The university supervisor maintains the right to terminate the Practicum in consultation with all parties when deemed necessary.
- The Practicum will begin on _____(month, day, year) and end on _____ (month, day, year), for a minimum of 300 hours.
- The Practicum must consist of at least 150 clock hours per semester (total = 300 hours over the course of two semesters). Students are expected to spend a minimum of 10 hours per week at their Practicum site. These hours include time spent in supervision, but do not include time spent working on activities off-site (e.g., writing reports off-site, attending weekly Practicum class meetings at the university). As a general guideline, time spent in all Practicum activities should not exceed 15 hours per week.
- For activities occurring during university winter break, practicum students should negotiate with their sites the activities they will complete while class is not in session. **Practicum students should complete all on-site activities by the end of finals week during the spring semester.** These dates may not coincide with the end of the site’s academic year. University supervisors cannot guarantee university supervision during semester breaks, so students should not be allowed to have clinical contact with clients after the end of the semester.
- It is understood and agreed that the parties to this arrangement may revise this *Memorandum of Agreement* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

Felicia Castro-Villarreal, Ph.D., LSSP
University Supervisor’s Signature

Date

Kristen Williams, Ph.D., Executive Director
San Antonio Independent School District Department of Special Education Services

Date

Pedro Martinez
San Antonio Independent School District Superintendent

Date



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Disability and Learning Support Services
Board Meeting Date:	September 13, 2021
Agenda Title:	Approval of the Memorandum of Agreement Between SAISD and the University of Texas at San Antonio
Presenter:	Dr. Kristen Williams, Executive Director, Disability and Learning Support Services
Cost:	\$0
Board Goal:	Increase the percent of all students on grade level <i>(all grades/all subjects at the Meets grade level standard)</i>

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
50-60	0	5	\$0	\$0	\$0

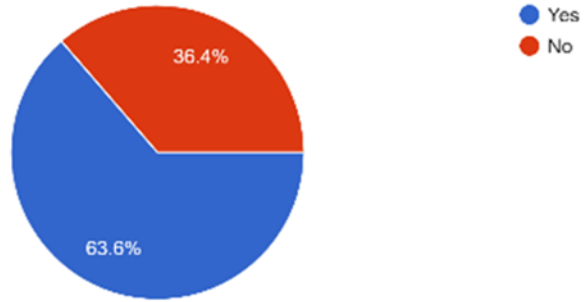
HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>This ongoing partnership with UTSA is part of a four-year plan to improve the quality of LSSP applicants that apply with SAISD. SAISD offers a robust training program, with multiple layers of support for all students and diverse training opportunities. Graduate students who receive training in SAISD are well prepared for school psychology internships. Due to the high level of training and level of support the staff receives, many choose to apply for a full-time internship position within the district. During the 20-21 school year Psychological Services extended offers to seven interns for the 21-22 school year, with four being UTSA practicum students, who began training in SAISD. By continuing to expand SAISD's relationships with Texas Universities, future LSSP's can train in the district with the hope of eventual employment. Graduate students from the university will assist at two campuses and work with 10-15 students.</p>
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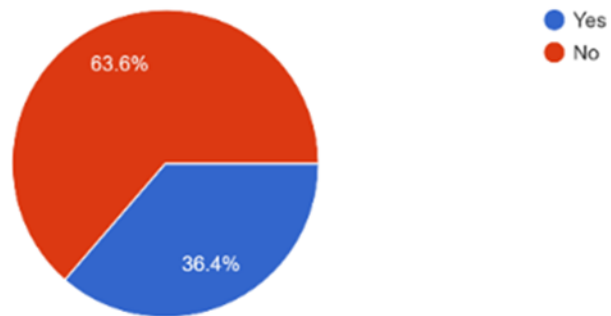
Completed Internship with SAISD

33 responses



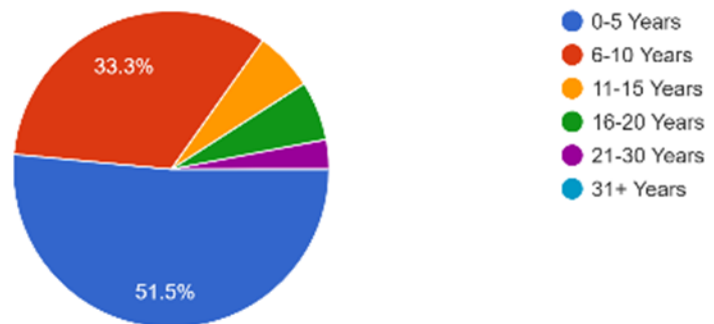
Bilingual and Was an Intern With SAISD

33 responses



Current Years of Experience LSSPs Have With SAISD

33 responses



*20-21 Data

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Ratification of the Purchase of Pearson CoursewarePLUS

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Tori Austin, Director Learning and Compliance Support Services

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the ratification of the purchase of Pearson CoursewarePLUS for 200 licenses for semester one of the 2021-2022 school year. The Board approved the purchase of 500 licenses at the August 16, 2021 Board Meeting. The purchase of the 200 additional licenses are needed to provide access for students meeting the criteria for in-home learning.

The Pearson CoursewarePLUS offers course content in core and enrichment subject areas supplemental to the online programs currently offered in SAISD.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the ratification of the purchase of Pearson CoursewarePLUS for 200 additional licenses for semester one of the 2021-2022 school year.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

This purchase will be made utilizing the interlocal cooperative agreement with Houston ISD bid# 16-10-25, which expires June 30, 2022.

Funded with ESSER dollars; approximately \$393,600.00

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Pearson Virtual Schools USA
 10960 Grantchester Way
 Columbia, MD 21044
 E-mail: poblsalesops@pearson.com
 Fax: 1-410-630-4931

The fees & terms in this document are valid until expiration date.

Expiration Date 9/24/2021

Sales Consultant Details:

Rhiannon Delano
 2107276259
rhiannon.delano@pearson.com

Customer Details:

San Antonio Ind School District
 Patti Salzmänn
pasalzmänn@saisd.net

Product	Pearson Ref / ISBN	Selling Term/UOM	Quantity	Sales Price	Subtotal	Total Price
Full Time Student (Semester) with Certified Online Teacher (FTSS-S-COT)	N/A	0.00000	200.00	USD 1,869.00	USD 373,800.00	USD 373,800.00
LiveTutor (LT)	N/A	0.00000	200.00	USD 99.00	USD 19,800.00	USD 19,800.00

***All prices in this Document in USD**

Subtotal USD 393,600.00
 Grand Total USD 393,600.00

Statement of Work

This Quote and the delivery and usage of the products listed herein are governed by the Terms and Conditions for Virtual Learning Programs located at <https://www.pearson.com/obl-terms-conditions>, which are incorporated hereby. In the event of a conflict, prices listed in this Quote govern.

This Quote will be considered accepted if received before the Expiration Date noted above.

To accept this quote, please submit a signed and dated copy of this Quote, Attn: {Sales Consultant noted above}, via one of the methods below:

E-mail: poblsalesops@pearson.com
 OR
Fax: 410-630-4931

Authorized by:

Printed Name: _____

Title: _____

Date: _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Monthly Budget Reports and Amendments for September 2021

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent for Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The monthly Amended Budget report is a one page summary of the budget amendment impact on the 2021-2022 original budget adopted by the Board for the General Fund, Food Service Fund, and Debt Service Fund. Budget amendments are presented to the Board at a regularly scheduled business meeting. The original budget is amended when changes take place from one function to another function or when a request is made to increase or decrease the budget.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board of Trustees approve the budget amendments for the month of September 2021.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

As indicated on the following pages.

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 1
For SEPTEMBER 2021
Board Agenda
GENERAL OPERATING FUND

REVENUE	Budget As Adopted July 1, 2021	Budget as Amended	Administrative Adjustments #1	BA No.1 Changes	Budget As Amended Thru BA #1
5700 Local	\$ 219,431,884	\$ 219,431,884	\$ -	\$ -	\$ 219,431,884
5800 State	256,498,000	256,498,000	-	-	256,498,000
5900 Federal	11,600,000	11,600,000	-	-	11,600,000
Total Revenue	487,529,884	487,529,884	-	-	487,529,884
Fm Resv. & Desig. Fund Bal	-	-	-	-	-
Subtotal	487,529,884	487,529,884	-	-	487,529,884
7900 Other Resources	-	-	-	-	-
Total Revenue & Other Resources	\$ 487,529,884	\$ 487,529,884	\$ -	\$ -	\$ 487,529,884
APPROPRIATIONS					
11 Instruction	\$ 265,209,062	\$ 265,209,062	\$ (287,086)	-	\$ 264,921,976
12 Inst Resources & Media	5,310,627	5,310,627	-	-	5,310,627
13 Curriculum & Prof. Dev.	16,259,165	16,259,165	156,862	-	16,416,027
21 Instructional Administration	11,907,127	11,907,127	31,403	-	11,938,530
23 School Leadership	39,690,920	39,690,920	18,838	-	39,709,758
31 Guidance & Counseling	16,633,286	16,633,286	10,278	-	16,643,564
32 Social Work Services	2,539,446	2,539,446	-	-	2,539,446
33 Health Services	9,718,084	9,718,084	18,000	-	9,736,084
34 Student Transportation	12,281,572	12,281,572	(58,171)	-	12,223,401
35 Food Services	157,343	157,343	-	-	157,343
36 Cocurricular/Extracurricular	13,126,071	13,126,071	(7,264)	-	13,118,807
41 General Administration	16,645,261	16,645,261	20,462	-	16,665,723
51 Plant Maintenance	54,892,195	54,892,195	73,107	-	54,965,302
52 Security & Monitoring	6,275,663	6,275,663	945	-	6,276,608
53 Data Processing	10,279,323	10,279,323	18,363	-	10,297,686
61 Community Services	4,556,018	4,556,018	4,263	-	4,560,281
71 Debt Services- Principal	-	-	-	-	-
72 Debt Services- Interest	-	-	-	-	-
73 Debt Services- Other Costs	-	-	-	-	-
81 Facilities Acq. & Construction	738,159	738,159	-	-	738,159
93 Payments to Members SSA	-	-	-	-	-
95 Payments to JJAEP	45,320	45,320	-	-	45,320
99 Intergovernmental Charges	1,263,193	1,263,193	-	-	1,263,193
Total Appropriations	487,527,835	487,527,835	-	-	487,527,835
Other Uses	2,049	2,049	-	-	2,049
Total Appropriations & Other Uses	\$ 487,529,884	\$ 487,529,884	\$ -	\$ -	\$ 487,529,884
Beginning Fund Balance 7/01/21 ¹	\$ 106,872,221	\$ 106,872,221	-	-	\$ 106,872,221 ¹
Net Revenue/Sources over (Appropriations) / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance 6/30/22	\$ 106,872,221	\$ 106,872,221	-	-	\$ 106,872,221

1. Preliminary Projection as of June 30, 2021

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 1
For SEPTEMBER 2021
Board Agenda
FOOD SERVICE FUND

REVENUE	Budget As Adopted July 1, 2021	Budget As Amended	Administrative Adjustments # 1	BA No. 1 Changes	Budget As Amended Thru BA # 1
5700 Local	\$ 1,118,000	\$ 1,118,000	\$ -	\$ -	\$ 1,118,000
5800 State	161,000	161,000	-	-	161,000
5900 Federal	48,220,000	48,220,000	-	-	48,220,000
Total Revenue	49,499,000	49,499,000	-	-	49,499,000
7900 Other Resources	2,049	2,049	-	-	2,049
Total Revenue & Other Resources	\$ 49,501,049	\$ 49,501,049	\$ -	\$ -	\$ 49,501,049
APPROPRIATIONS					
11 Instruction	\$ -	\$ -	\$ -	\$ -	\$ -
12 Inst Resources & Media	-	-	-	-	-
13 Curriculum & Prof. Dev.	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-
23 School Leadership	-	-	-	-	-
31 Guidance & Counseling	-	-	-	-	-
32 Social Work Services	-	-	-	-	-
33 Health Services	-	-	-	-	-
34 Student Transportation	-	-	-	-	-
35 Food Services	46,436,877	46,436,877	-	-	46,436,877
36 Cocurricular/Extracurricular	-	-	-	-	-
41 General Administration	-	-	-	-	-
51 Plant Maintenance	3,064,123	3,064,123	-	-	3,064,123
52 Security & Monitoring	-	-	-	-	-
53 Data Processing	-	-	-	-	-
61 Community Services	-	-	-	-	-
71 Debt Services- Principal	-	-	-	-	-
72 Debt Services- Interest	-	-	-	-	-
73 Debt Services- Other Costs	-	-	-	-	-
81 Facilities Acq. & Construction	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-
Total Appropriations	49,501,000	49,501,000	-	-	49,501,000
Other Uses	-	-	-	-	-
Total Appropriations & Other Uses	\$ 49,501,000	\$ 49,501,000	\$ -	\$ -	\$ 49,501,000
Beginning Fund Balance 7/01/21 ¹	\$ 774,855	\$ 774,855			\$ 774,855 ¹
Net Revenue/Sources over (Appropriations) / (Uses)	\$ 49	\$ 49		\$ -	\$ 49
Ending Fund Balance 6/30/22	\$ 774,904	\$ 774,904	\$ -	\$ -	\$ 774,904

¹ Preliminary Projection as of June 30, 2021.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 1
For SEPTEMBER 2021
Board Agenda
DEBT SERVICE FUND

REVENUE	Budget As Adopted July 1, 2021	Budget As Amended	Administrative Adjustments # 1	BA No. 1 Changes	Budget As Amended Thru BA #1
5700 Local	\$ 96,434,050	\$ 96,434,050	\$ -	\$ -	\$ 96,434,050
5800 State	40,000	40,000	-	-	40,000
5900 Federal	1,650,000	1,650,000	-	-	1,650,000
Total Revenue	98,124,050	98,124,050	-	-	98,124,050
Fm Resv. & Desig. Fund Bal	-	-	-	-	-
Subtotal	98,124,050	98,124,050	-	-	98,124,050
7900 Other Resources	-	-	-	-	-
Total Revenue & Other Resources	\$ 98,124,050	\$ 98,124,050	\$ -	\$ -	\$ 98,124,050
APPROPRIATIONS					
11 Instruction	\$ -	\$ -	\$ -	\$ -	\$ -
12 Inst Resources & Media	-	-	-	-	-
13 Curriculum & Prof. Dev.	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-
23 School Leadership	-	-	-	-	-
31 Guidance & Counseling	-	-	-	-	-
32 Social Work Services	-	-	-	-	-
33 Health Services	-	-	-	-	-
34 Student Transportation	-	-	-	-	-
35 Food Services	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-
41 General Administration	-	-	-	-	-
51 Plant Maintenance	-	-	-	-	-
52 Security & Monitoring	-	-	-	-	-
53 Data Processing	-	-	-	-	-
61 Community Services	-	-	-	-	-
71 Debt Services- Principal	54,285,001	54,285,001	-	-	54,285,001
72 Debt Services- Interest	50,623,879	50,623,879	-	-	50,623,879
73 Debt Services- Other Costs	-	-	-	-	-
81 Facilities Acq. & Construction	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-
Total Appropriations	104,908,880	104,908,880	-	-	104,908,880
Other Uses	-	-	-	-	-
Total Appropriations & Other Uses	\$ 104,908,880	\$ 104,908,880	\$ -	\$ -	\$ 104,908,880
Beginning Fund Balance 7/01/21 ¹	\$ 125,968,627	\$ 125,968,627			\$ 125,968,627 ¹
Net Revenue/Sources over (Appropriations) / (Uses)	\$ (6,784,830)	\$ (6,784,830)	\$ -	\$ -	\$ (6,784,830)
Ending Fund Balance 6/30/22	\$ 119,183,797	\$ 119,183,797			\$ 119,183,797

¹ Preliminary Projection as of June 30, 2021.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET
For Fiscal Year Ending June 30, 2022

CODE	REVENUES	GENERAL FUND M&O Tax Rate \$1.021050	FOOD SERVICE	DEBT SERVICE I&S Tax Rate \$0.481250	TOTAL Tax Rate \$1.502300
5700	Local Revenue	\$ 219,431,884	\$ 1,118,000	\$ 96,434,050	\$ 316,983,934
5800	State Revenue	256,498,000	161,000	40,000	256,699,000
5900	Federal Revenue	11,600,000	48,220,000	1,650,000	61,470,000
	TOTAL REVENUES	\$ 487,529,884	\$ 49,499,000	\$ 98,124,050	\$ 635,152,934
	APPROPRIATIONS				
0011	Instruction	\$ 264,921,976	\$ -	\$ -	\$ 264,921,976
0012	Instructional Resources & Media Svcs.	5,310,627	-	-	5,310,627
0013	Curriculum Development & Inst Staff Dev	16,416,027	-	-	16,416,027
0021	Instructional Leadership	11,938,530	-	-	11,938,530
0023	School Leadership	39,709,758	-	-	39,709,758
0031	Guidance, Counseling & Evaluation Svc.	16,643,564	-	-	16,643,564
0032	Social Work Services	2,539,446	-	-	2,539,446
0033	Health Services	9,736,084	-	-	9,736,084
0034	Student (Pupil) Transportation	12,223,401	-	-	12,223,401
0035	Food Services	157,343	46,436,877	-	46,594,220
0036	Cocurricular /Extracurricular Activities	13,118,807	-	-	13,118,807
0041	General Administration	16,665,723	-	-	16,665,723
0051	Plant Maintenance & Operations	54,965,302	3,064,123	-	58,029,425
0052	Security & Monitoring Services	6,276,608	-	-	6,276,608
0053	Data Processing Services	10,297,686	-	-	10,297,686
0061	Community Services	4,560,281	-	-	4,560,281
0071	Debt Services- Principal	-	-	54,285,001	54,285,001
0072	Debt Services- Interest	-	-	50,623,879	50,623,879
0073	Debt Services- Other Costs	-	-	-	-
0081	Facilities Acquisition & Construction	738,159	-	-	738,159
0093	Payments to Members SSA	-	-	-	-
0095	Payments to JJAEP	45,320	-	-	45,320
0099	Other Intergovernmental Charges	1,263,193	-	-	1,263,193
	TOTAL APPROPRIATIONS	\$ 487,527,835	\$ 49,501,000	\$ 104,908,880	\$ 641,937,715
	OTHER RESOURCES & USES				
7900	Other Resources	\$ -	\$ 2,049	\$ -	\$ 2,049
8900	Other Uses	(2,049)	-	-	(2,049)
		\$ (2,049)	\$ 2,049	\$ -	\$ -
	Excess/(Deficit) Current Operations	\$ -	\$ 49	\$ (6,784,830)	\$ (6,784,781)
3000	From/(To) Fund Balance	-	(49)	6,784,830	6,784,781
	Difference	\$ -	\$ -	\$ -	\$ -



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
For the Completed Fiscal Year of 2020-2021
Strategic Initiative Fund
For Posted Data Available through June 2021

	Beginning* Balance	Prior Changes YTD	Changes This Period	Current Balance
ASSETS				
Cash and Cash Equivalents	\$ 21,525,224	\$ -		\$ 21,525,224
INCREASES TO CASH:				
QSCB Federal Subsidy Revenue	\$ -	\$ 2,300,217	\$ -	\$ 2,300,217
Transfer in from General Ledger		\$ 500,000	\$ -	\$ 500,000
DECREASES TO CASH:				
Payment for Prior Year Initiatives (A/P)	\$ -	\$ (1,484,997)	\$ -	\$ (1,484,997)
Payment for District Initiatives	\$ -	\$ (3,544,361)	\$ (554,121)	\$ (4,098,482)
Transfer Out for Construction/Renovation	\$ -	\$ (13,500,000)	\$ -	\$ (13,500,000)
1000 Total Assets	<u>\$ 21,525,224</u>	<u>\$ (15,729,141)</u>	<u>\$ (554,121)</u>	<u>\$ 5,241,962</u>
LIABILITIES AND FUND BALANCES				
Liabilities & Pending Transfers:	\$ 1,491,714	\$ (1,491,714)	\$ 740,334	\$ 740,334
2000 Total Liabilities	<u>1,491,714</u>	<u>(1,491,714)</u>	<u>740,334</u>	<u>740,334</u>
FUND BALANCE:				
Non Spendable Fund Balance:	-	-	-	-
Restricted Fund Balance:	-	-	-	-
Proj # Committed Fund Balance:				
01 Compensation Initiative	\$ 8,000,000	\$ (8,000,000)	\$ -	\$ -
02 Deferred Facility Maintenance	3,669,058	(3,669,058)	-	-
03 Deferred Technology	-	-	-	-
04 School Bus & Vehicle Fleet Replacement	-	-	-	-
05 Reserve for Land or Building Purchase	5,456,470	(5,456,470)	-	-
07 Time & Attendance	500,000	(500,000)	-	-
08 Technology Integration	-	-	-	-
10 Federal Grant In-Kind Contingency	1,000,000	(1,000,000)	-	-
12 Campus Supplemental Resources	-	1,945,784	-	1,945,784
13 Def Maint., Facilities Construction / Renovation or Land/Building Purchase	-	-	-	-
Proj # Assigned Fund Balance:				
11 Facilities and Technology Projects	1,407,982	2,442,317	(1,294,455)	2,555,844
3000 Total Fund Balance	<u>20,033,510</u>	<u>(14,237,427)</u>	<u>(1,294,455)</u>	<u>4,501,628</u>
4000 Total Liabilities and Fund Balances	<u>\$ 21,525,224</u>	<u>\$ (15,729,141)</u>	<u>\$ (554,121)</u>	<u>\$ 5,241,962</u>

* Beginning balance reflects estimated balances as of June 30, 2021

CALCULATION OF AVAILABLE FUND BALANCE:

FUND BALANCE: For Posted Data Available through June 2021	\$5,241,962
Less Budget Appropriated or Accounts or Wages Payable	5,834,791
Add Back Paid Expenditures Reflected in Balance Sheet	5,275,457

AVAILABLE FUND BALANCE: \$4,682,628



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
 For the Completed Fiscal Year of 2020-2021
Professional Services managed
by Board of Trustees
 For Posted Data Available through June 2021

	<u>Current Actual</u>	<u>Year to Date Actual</u>
Legal Services- General Counsel (2020-21 Fiscal Year) Escamilla & Poneck, LLP	<u>296,838</u>	<u>1,292,067</u>
Audit Services (2019-20 Engagement Year) Garza, Gonzalez & Associates	<u>-</u>	<u>-</u>
Audit Services (2020-21 Engagement Year) Garza, Gonzalez & Associates	<u>-</u>	<u>-</u>
Legal Services- Financial Advisors (2020-21 Fiscal Year) Frost Bank	<u>-</u>	<u>314,284</u>
Total Professional Expenditures	<u><u>\$ 296,838</u></u>	<u><u>\$ 1,606,351</u></u>

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Request for Waiver of Penalty and Interest

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent, Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the waiver of penalty and interest for the real property accounts.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

The San Antonio Independent School District received the attached letters from Albert Uresti, Tax Assessor Collector for Bexar County, recommending SAISD Board approval to waive penalty and interest for the real property Tax Accounts 01613-005-0130, E3 Property Investment LLC; 09582-000-0040, 127 Valdez LLC; and 00000-131-8637, Service Experts Heat & Air #247. Texas Property Tax Code-Section 33.011 provides for the governing body to waive penalty and interest due to “an act or omission by an employee of the tax office or the Appraisal District”. The Bexar County Tax Assessor Collector has confirmed that such an error did occur on these accounts.

	01613-005-0130 E3 Property Investment LLC	09582-000-0040 127 Valdez LLC	00000-131-8637 Service Experts Heat & Air #247
Penalty	\$ 50.26	\$ 245.96	\$ 1,713.11
Interest	\$ 22.33	\$ 122.98	\$ 642.42
33.07 Penalty	\$ 0.00	\$ 424.28	\$ 4,753.89
Total	\$ 72.59	\$ 793.22	\$ 7,109.42

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 – 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.

- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

June 30, 2021

Sean Mullen
Director, Cash & Treasury Management
Financial Services
San Antonio I.S.D
141 Lavaca St
San Antonio, Texas 7821

RE: Waiver of Penalty and Interest on Tax Account: 01613-005-0130
Years(s): 2020
Owner(s): E3 Property Investment LLC
Amount of Penalty Paid: \$50.26
Amount of Interest Paid: \$22.33
Amount of 33.07 Penalty Paid: \$0.00

Dear Mr. Mullen:

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio I.S.D agrees with this recommendation. If you have any questions or concerns, please call our office at (210) 335-6623

Sincerely,

Albert Uresti, MPA, PCC
Tax Assessor-Collector
Bexar County

CG AU:CG/syk
Attachment: a/s

FORM: TASL7
REV 04/13



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

June 30, 2021

Sean Mullen
Director, Cash & Treasury Management Financial Services
San Antonio I.S.D
141 Lavaca St
San Antonio, Texas 78210

RE: Waiver of Penalty and Interest on Tax Account: 09582-000-0040
Years(s): 2020
Owner(s): 127 Valdez LLC
Amount of Penalty Paid: \$245.96
Amount of Interest Paid: \$122.98
Amount of 33.07 Penalty Paid: \$424.28

Dear Mr. Mullen:


The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

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Sincerely,


Albert Uresti, MPA, PCC
Tax Assessor-Collector
Bexar County

 AU:CG/Spk
Attachment: a/s

FORM: TASL7
REV 04/13



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

July 13, 2021

San Antonio ISD
Mr. Larry Garza
Associate Superintendent of Finance
141 Lavaca
San Antonio, Texas 78210

Re: Waiver of Penalty and Interest on Tax account: 00000-131-8637
Year(s): 2020
Owner(s): Service Experts Heat & Air #247
Amount of Penalty Paid: \$1,713.11
Amount of Interest Paid: \$642.42
Amount of 33.07 Penalty Paid: \$4,753.89

Dear Mr. Garza

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio ISD agrees with this recommendation. If you have any questions or concerns, please call our office at (210) 335-6623.

Sincerely,

Albert Uresti, MPA, PCC
Tax Assessor-Collector
Bexar County

GAU
GAU:CG/sg/yk
Attachment: a/s

FORM: TASL7
REV 04/13

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval for a Second Amendment to the Lease Agreement between SAISD and the Alamo College District (ACCD) for St. Philip's Early College High School

PURPOSE: [] PRESENTATION/DISCUSSION
[X] DISCUSSION/ACTION

REQUESTED BY: Willie Burroughs, Chief Operation Officer, Operations

PRESENTER: Kedrick Wright, Deputy Chief Operations Officer

MEETING DATE: September 13, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Second Amendment to the Lease Agreement between SAISD and the Alamo College District (ACCD) for the continuation of St. Philip's College for the Early College High School. The original agreement was executed in 2017 for the operation of the ECHS and the use of 9,535 square feet (excluding rent-free shared use of common areas, gymnasium, faculty preparation room & conference rooms, plus 62.5% shared use of two science laboratories).

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the Second Amendment to the Lease Agreement for the operation of the St. Phillip's ECHS.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

199-11-6269-95-025-0-11-000 Base rent at an annual rate of \$22.68 per square foot per year, plus \$7,200 annually each for shared use of two science laboratories, plus additional rent of \$15,800 annually for the use of 79 networked computers and associated printers and their maintenance payable in twelve (12) monthly installments of \$20,537.82.

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)


- [] SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- [X] SAISD will engage families and the community to be active partners in the education of our children.
- [X] SAISD will recognize the outstanding achievements of our students, staff and community members.
- [] SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- [] SAISD will ensure fiscal health.

SAISD will facilitate a successful Bond initiative and its implementation.

SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



MEMORANDUM

TO: Dr. Adena Williams Loston, President 

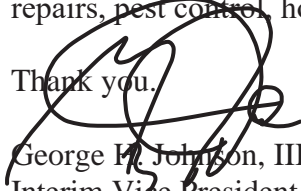
FROM: George H. Johnson, III, Interim Vice President of College Services

SUBJECT: SAISD – SPC ECHS Contract

DATE: August 18, 2021

The attached is the rental agreement with SAISD contract. The contract includes total square footage use, \$ per sq. ft., and general services includes but not limited to major and minor repairs, pest control, housekeeping, etc. Please review and sign.

Thank you.


George H. Johnson, III
Interim Vice President of College Services

SECOND AMENDMENT TO LEASE AGREEMENT

This **SECOND AMENDMENT TO LEASE AGREEMENT** (the “**Amendment**”) amends that certain **LEASE AGREEMENT** (the “**Agreement**”) dated effective as of July 1, 2019, as amended by **Amendment to Agreement** dated effective as of July 1, 2020, by and between the **Alamo Community College District**, on behalf of **St. Philip’s College** (“**Landlord**”), and the **San Antonio Independent School District** (“**Tenant**”) and pertaining to the Premises at 1801 M.L. King Drive, San Antonio, Texas 78203, effective the 1st day of August, 2021.

In consideration of the mutual covenants and agreements herein contained, and intending to be legally bound hereby, the parties hereto agree to amend the Agreement as follows:

1. The **Termination Date** (as set forth on page 2 of the Agreement) is extended and revised as follows:

“The earlier of June 30, ~~2021~~2023, or the date that any ECHS MOU between Landlord and Tenant is no longer in effect and no extension or renewal of same is imminent.”

2. Facilities provided to, and amounts payable by, Tenant are revised and restated at Exhibit A, attached.

3. Miscellaneous.

3.1 **Conflict.** The parties do hereby ratify and confirm the terms and provisions of the Agreement, as herein amended. To the extent, if any, that the terms and conditions of this Amendment conflict with the terms and conditions of the Agreement, the Agreement is amended accordingly, and the terms and conditions of this Amendment shall control.

3.2 **Defined Terms.** The defined terms used herein shall have the same meaning as in the Agreement except as otherwise provided for herein.

3.3 **Multiple Counterparts.** This Amendment may be executed in two or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.


Agreed and effective on this ____ day of August, 2021.

APPROVED
AS TO FORM ONLY

ROSS LAUGHEAD
GENERAL COUNSEL

APPROVED
By Ross Laughead at 1:16 pm, Aug 16, 2021

Alamo Community College District:

By:  8/20/2021
Title: Dr. Adena Williams Loston DATE
President, St. Philip’s College

San Antonio Independent School District:

By: _____
Pedro Martinez, Superintendent DATE

**Exhibit A to Second Amendment to Lease
SAISD/ALAMO Colleges Early College High School at St. Philip's College
FY2021-2022**

FY2021-2022

- SAISD will lease an additional 7,750 SQFT in several buildings for total usage and rental set forth below
- All space will be leased at the updated facility rental rate of \$28.28/ST/YEAR.
 - This rental rate covers the cost of facilities, including housekeeping, groundskeeping, policemen, utilities, major and minor equipment repairs, pest control, trash collection, etc.
- Use of the Gym floor (5,536 SQFT) will be charged at 25% because it is a shared space which will be utilized by SAISD primarily in the morning.
 - SQFT for calculation purposes is 1,384 (5,536 x 25%)
- Use of science labs will be charged at \$7200/LAB/YEAR
- 75 Desktop/Computer Stations will be used by SAISD and charged at \$200/YR/computer.

Space Rental by Building		Annual	Annual
Building	SQFT	\$/SQFT	Rent
Bowden	8,925	28.28	\$ 252,399.00
CEB	4,766	28.28	\$ 134,782.48
ASB	699	28.28	\$ 19,767.72
HFC-Gym	1,384	28.28	\$ 39,139.52
Science Building	1,511	28.28	\$ 42,731.08
Subtotal	17,285		\$ 488,819.80
Equipment Rental			
Equipment Type	Count	\$/per	Rent
Desktop/Computer Stations	75	200	\$ 15,000.00
Science Lab Rental			
Building/Room			Annual Rent
Bowden 323			\$ 7,200.00
Bowden 218			\$ 7,200.00
Subtotal			\$ 14,400.00
Grand Total			\$ 518,219.80



This Lease Agreement ("Agreement") is entered into by and between Alamo Community College District ("Alamo Colleges"), a public junior college and political subdivision of the State of Texas, on behalf of its St. Philip's College ("College") and San Antonio Independent School District ("Tenant"), providing for a location for the St. Philip's College Early College High School with SAISD.

TERMS AND DEFINITIONS

Date: July 1, 2019

Landlord: ALAMO COMMUNITY COLLEGE DISTRICT ("Alamo Colleges")

Landlord Mailing Address: ALAMO COMMUNITY COLLEGE DISTRICT
2222 N. Alamo
San Antonio, Texas 78215
Bexar County

Tenant Exact Legal Name: San Antonio Independent School District

Tenant Mailing Address: 141 Lavaca, San Antonio, TX 78210

Premises:

Approximate Square Feet: 9,535 square feet (excluding rent-free shared use of common areas, gymnasium, faculty preparation room & conference rooms, plus 62.5% shared use of two science laboratories)

Name of Buildings: Bowden Building (1st Floor) and Continuing Education Building at St. Phillips College

Street Address: 1801 M.L. King Drive
San Antonio, Texas 78203

Rent: The Tenant agrees to pay Base Rent at an annual rate of \$22.68 per square foot per year, plus \$7,200 annually each for shared use of two science laboratories, plus Additional Rent of \$15,800 annually for the use of 79 networked computers and associated printers and their maintenance (with their consumables and metered copy charges separately billed at cost as specified under "Utilities" herein, as specified in **Exhibit A**, attached, payable in twelve equal monthly installments of TWENTY THOUSAND, FIVE HUNDRED THIRTY-SEVEN AND EIGHT-TWO/100

Lease Agreement between St. Philip's College and San Antonio Independent School District

07/22/2019

DOLLARS (\$20,537.82) per month, made by check payable to ALAMO COMMUNITY COLLEGE DISTRICT, payable in advance for the quarter prior to the period being covered, and forwarded as follows:

ALAMO COMMUNITY COLLEGE DISTRICT
Accounts Receivable
2222 N. Alamo St.
San Antonio, Texas 78215

Tenant shall separately pay any amounts due to Alamo Colleges under the Early College High School Memorandum of Understanding between the parties.

Term (months): Twenty-four (24) months, subject to Termination Date, below.

Commencement Date: July 1, 2019

Termination Date: The earlier of June 30, 2021, or the date that any ECHS MOU between Landlord and Tenant is no longer in effect and no extension or renewal of same is imminent.

Security Deposit: None

Use: Operation of an Early College High School ("ECHS") in cooperation with College, named "St. Philips College Early College High School with SAISD."

Guarantors: None

"Rent" means base rent plus any other sums of money due Landlord by Tenant.

"Landlord" means Landlord and its agents, employees, invitees, licensees, or visitors.

"Tenant" means Tenant and its agents, employees, invitees, licensees, or visitors.

"Essential Services" means heating, ventilating, air conditioning, water, and utility connections reasonably necessary for occupancy of the Premises for the use stated above.

"Common Areas" means all facilities and areas of the building that are intended and designated by Landlord from time to time for the common, general, and nonexclusive use of all tenants of the building. Landlord shall have the exclusive control over and right to manage the common areas.

"Building Operating Hours" means 7:00 a.m. to 7:00 p.m. Monday through Friday, except those days during which no HVAC services are provided to the Building due to College's closure according Landlord's facilities closure calendar (e.g., federal holidays with the exception of Presidents' Day, Memorial Day & Veteran's Day, & with July 4th observed on the closest work day when falling on a day otherwise closed, December-January 2-week holiday season closure, 1-week Spring Break closure & 4-day (Monday-Thursday) Summer work week for utilities savings, which in 2014 began

Lease Agreement between St. Philip's College and San Antonio Independent School District

Friday June 6 and ended Friday August 2).

“Parking Facility” means the facility or area adjoining the building.

LEASE CLAUSES AND COVENANTS

Tenant agrees to—

1. Lease the Premises for the entire term beginning on the commencement date and ending on the termination date.
2. Obey all laws, ordinances, orders, and rules and regulations applicable to the use, condition, and occupancy of the Premises, including the rules and regulations of the building, and parking facility, if any, adopted by Landlord.
3. Reimburse College for the cost of any material damage (exceeding ordinary wear and tear) or destruction of College property, and obtain at its own cost liability insurance to cover Tenant’s use of the Facility for its scheduled function at the following minimum levels of coverage:

WORKERS’ COMPENSATION	STATUTORY
Must include coverage for alternate employers and borrowed servants	
GENERAL COMMERCIAL LIABILITY	
General Aggregate	\$2,000,000.00
Each Occurrence (bodily injury/property damage)	\$1,000,000.00
Each Occurrence (personal injury/advertising injury)	\$1,000,000.00
Each Occurrence (Damage to Premises Rented To You)	\$1,000,000.00

Tenant agrees to cause Landlord to be named an additional insured for Tenant’s use of the Premises under Tenant’s liability insurance policies and to cause its insurers to waive subrogation in favor of Landlord to the extent permitted by such insurers and/or policies.

4. Pay in advance the base rent to Landlord at Landlord’s address.
5. Pay, as additional rent, all other sums due under this Lease.
6. Allow Landlord to enter the Premises to perform Landlord’s obligations, inspect the Premises, and show the Premises to prospective purchasers or tenants.
7. Repair any damage to the Premises or the parking facility, if any, caused by Tenant.
8. Submit in writing to Landlord any request for repairs, replacement, and maintenance that are the obligations of Landlord.
9. Maintain insurance on Tenant’s personal property.

Lease Agreement between St. Philip’s College and San Antonio Independent School District

10. Release Landlord from all liability relating to the building or any of the Landlord's property, INCLUDING, BUT NOT LIMITED TO, LIABILITY RESULTING FROM LANDLORD'S NEGLIGENCE, WHETHER CONTRIBUTORY, SOLE, OR JOINT, arising out of or related to this Agreement, but the foregoing shall not operate to relieve Landlord of any of its responsibilities under this Lease.

11. Indemnify, defend, and hold harmless: Intentionally omitted.

12. Deliver certificates of insurance to Landlord upon execution of this Agreement and thereafter when requested.

13. Vacate the Premises in broom-clean condition (in the condition existing at the commencement date, normal wear and tear *excepted*) and return all keys to the Premises on termination of this Lease, removing only personal items belonging to Tenant.

14. On request, execute an estoppel certificate that states the commencement and termination dates of the Lease, identifies any amendments to the Lease, describes any rights to extend the Lease term or purchase rights, lists defaults by Landlord, and provides any other information reasonably requested.

15. Arrange with Landlord in advance for any heating, airconditioning, or electrical needs in excess of the services provided by Landlord and pay for such additional services as reasonably billed by Landlord.

16. Prevent the presence, use, generation, release, discharge, storage, disposal or transportation of any Hazardous Materials (defined herein) on, under, in, above, to or from the Premises. For purposes of this provision, the term "Hazardous Materials" shall mean and refer to any wastes, materials or other substances of any kind or character that are or become regulated as hazardous or toxic wastes or substances, or which require special handling or treatment, under any applicable Environmental Laws, but shall exclude any Hazardous Materials typically found in commercial construction, cleaning and medical products used and disposed of in accordance with applicable laws, rules and regulations of all governmental authorities having jurisdiction over Landlord, Tenant or the Premises.

17. Follow the emergency preparedness procedures of the College, and cause the ECHS Principal or designee to participate as a member of the College Building Action Team. The ECHS Principal shall be supplied with keyed access to the Premises and the building(s) containing the Premises.

Tenant agrees not to--

1. Use the Premises for any purpose other than that stated in the basic Lease terms and definitions.

2. (a) Create a nuisance, (b) interfere with any other tenants' normal business operations or Landlord's management and/or use of the building, (c) permit any waste, or (d) use the

Lease Agreement between St. Philip's College and San Antonio Independent School District

Premises in any way that is extra hazardous, would increase insurance premiums, or would void insurance on the building.

3. Change Landlord's lock system.
4. Alter the Premises without Landlord's permission.
5. Allow a lien to be placed on the Premises.
6. Assign this Lease or sublease any portion of the Premises without Landlord's written consent. Any such assignment or sublease without prior written consent is void.

Landlord agrees to--

1. Lease to Tenant the Premises for the entire term beginning on the commencement date and ending on the termination date.
2. Obey all laws, ordinances, orders, and rules and regulations applicable to the use, condition, and occupancy of the building, and the parking facility, if any.
3. Provide normal utility-service connections to the building, the use of Common Areas, and the nonexclusive use of the Parking Facility.
4. **Utilities:** Provide the following services: (a) air conditioning and heating to the Premises reasonable for Tenant's use (exclusive of air conditioning or heating for electronic data processing or other specialized equipment and subject to existing equipment only - no obligation to repair) during building operating hours and at such other times at such additional cost as Landlord and Tenant may agree on; (b) hot and cold water for lavatory and drinking purposes; (c) electric current for normal office machines and building's standard lighting reasonable for Tenant's use; (d) lighting in common areas and fluorescent lights in building's standard light fixtures on the Premises; and (e) internet access, but the cost of any restrictions that must be imposed on internet access to High School students under applicable law shall be paid by High School to College. Tenant shall be provided with unrestricted access to a dedicated or separately metered copy machine and be assessed the provider's charges and the cost of consumables for its printers (paper, toner, ink, etc.) at cost monthly, but maintenance of computers, printers and copiers supplied by Landlord is included in the rent.
5. Provide shared access (25 hours per week) to two science laboratories (Rooms 218 and 323 of the William C. Davis Science Building, Tenant to supply its own laboratory consumables) and the gymnasium on days and at hours not scheduled for use by College, and shared access to a teacher preparation room at hours not used by College.

Landlord agrees not to--

1. Interfere with Tenant's possession of the Premises as long as Tenant is not in default.

Lease Agreement between St. Philip's College and San Antonio Independent School District

Landlord and Tenant agree to the following:

1. **Alterations.** Any physical additions or improvements to the Premises made by Tenant will become the property of Landlord. Landlord may require that Tenant, at termination of this Lease and at Tenant's expense, remove any physical additions and improvements, repair any alterations, and restore the Premises to the condition existing at the commencement date, normal wear excepted. No physical additions or improvements to the Premises may be made by the Tenant without the Landlord's prior written consent.
2. **Abatement.** Tenant's covenant to pay rent and Landlord's covenants are independent of each other. Except as otherwise provided, Tenant shall not be entitled to abate rent for any reason.
3. **Casualty/Total or Partial Destruction.** (a) If the Premises are damaged by casualty, Tenant may terminate this Lease by written notice to Landlord and the rent will be adjusted as may be fair and reasonable.
4. **Default by Tenant/Events.** Defaults by Tenant are (a) failing to pay timely rent, or (b) failing to comply within ten days after written notice with any provision of this Lease.
5. **Default by Tenant/Landlord's Remedies.** Landlord's remedies for Tenant's default are to (a) enter and take possession of the Premises; or (b) terminate this Lease by written notice and submit the matter to arbitration for determination of damages. Landlord may enter and take possession of the Premises by self-help, by picking or changing locks if necessary, and may lock out Tenant or any other person who may be occupying the Premises, until the default is cured, without being liable for damages.
6. **Default/Waiver/Mitigation.** It is not a waiver of default if the non-defaulting party fails to declare immediately a default or delays in taking any action. Pursuit of any remedies set forth in this Lease does not preclude pursuit of other remedies in this Lease or provided by law. Landlord and Tenant have a duty to mitigate damages.
7. **Holdover.** If Tenant does not vacate the Premises following termination of this Lease, Tenant shall be a tenant at will and shall vacate the Premises on receipt of 5 calendar days written notice from Landlord. No holding over by Tenant, whether with or without the consent of Landlord, will extend the term.
8. **Entire Agreement.** This Lease, together with the attached exhibits and riders is the entire agreement of the parties, and there are no oral representations, warranties, agreements, or promises pertaining to this Lease or to the expressly mentioned exhibits and riders not incorporated in writing in this Lease.
9. **Amendment of Lease.** This Lease may be amended only by an instrument in writing signed by Landlord and Tenant.
10. **Termination By Notice.** This Lease may be terminated at any time by either of

Lease Agreement between St. Philip's College and San Antonio Independent School District

the parties by giving the other party thirty (30) calendar days prior written notice of termination.

11. **Notices.** Any notices must be in writing under this Agreement and shall be delivered by United States mail, postage prepaid, certified mail, return receipt requested, addressed to Landlord and Tenant at the following addresses:

Notices to Landlord/Alamo Colleges:

Alamo Colleges
c/o St. Philip's College
Att'n: Dr. Adena Williams Loston, President
1801 M. L. King Drive
San Antonio, Texas 78203
Tel: (210) 486-2900
Email: aloston@alamo.edu

Notices to Tenant:

San Antonio Independent School District
Office of the Superintendent
Att'n: Superintendent of Schools
141 Lavaca, San Antonio, Texas 78210

11. **Limitation of Warranties.** There are no implied warranties of merchantability of fitness for a particular purpose, or of any other kind arising out of this Lease, and there are no warranties that extend beyond those expressly stated in this Lease.

12. **Changes in Square Footage of Premises and Relocation.** The parties agree to reasonably negotiate an appropriate Lease Amendment to reflect any material change in the size and location of the Premises as may be agreed by the parties or required by the instructional imperatives of the College, or to accommodate any expansion or renovation of the Premises or the Building(s). Any incremental costs associated with such activities undertaken at the request of Tenant shall be paid by Tenant to College, and any material change in square footage shall be reflected as an adjustment to Rent consistent with the Base Rent per Square Foot provided for in this Lease. Landlord shall have the right to temporarily relocate Tenant to equivalent facilities to accommodate the any expansion or renovation of the Building(s).

07/22/2019

Alamo Community College District:

By:  1-31-20
Signature Date

Print Name: Dr. Mike Flores
Title: Chancellor

Tenant:

By:  11-13-2019
Signature Date

Print Name: Pedro Martinez
Title: Superintendent



Exhibit A

San Antonio ISD
 Early College High School
 Projected Space Rental Analysis

Room#	Rm Type	SF	\$/SF	Rent	Subtotal
DAVIS218	Science Lab				\$ 7,200.00
		9NRD	Monthly Rent:		\$ 600.00
Eqpmt Rental	Computers			79 \$ 200.00	\$ 15,800.00
		9MR2	Monthly Rent:		\$ 1,316.67
BOW101	Classroom	770	\$ 22.68	\$ 17,463.60	
BOW102	Classroom	845	\$ 22.68	\$ 19,164.60	
BOW103	Classroom	845	\$ 22.68	\$ 19,164.60	
BOW119	Lab Tech	199	\$ 22.68	\$ 4,513.32	
BOW120	Classroom	847	\$ 22.68	\$ 19,209.96	
BOW 121	Classroom	854	\$ 22.68	\$ 19,368.72	
BOW122	Classroom	753	\$ 22.68	\$ 17,078.04	
BOW238	Not Using Area				
	Portables	5	No charge	No charge	
	Current	5113			\$ 115,962.84
		9NRD	Monthly Rent:		\$ 9,663.57
			Total Monthly Rent Paid Previously		\$ 11,580.24
Additional space beginning FY2019-2020:					
DAVIS323	Science Lab	1000		\$ 7,200.00	
100L	CE Reserve	105	\$ 22.68	\$ 2,381.40	
100K	PFL	105	\$ 22.68	\$ 2,381.40	
100J	Office	105	\$ 22.68	\$ 2,381.40	
100H	Counselor	105	\$ 22.68	\$ 2,381.40	
100G	Counselor (CBA)	74	\$ 22.68	\$ 1,678.32	
100F	Conference RM	396	\$ 22.68	\$ 8,981.28	
100D	VP	128	\$ 22.68	\$ 2,903.04	
100C	Secretary	192	\$ 22.68	\$ 4,354.56	
100B	Data Clerk	178	\$ 22.68	\$ 4,037.04	
100V	Work RM	165	\$ 22.68	\$ 3,742.20	
100W	Principal	193	\$ 22.68	\$ 4,377.24	
100A	Copier	108	\$ 22.68	\$ 2,449.44	
107	Computer Lab 1	572	\$ 22.68	\$ 12,972.96	
105A	Textbooks	133	\$ 22.68	\$ 3,016.44	
105	Not Using Area				
103	Computer Lab 2	1393	\$ 22.68	\$ 31,593.24	
101	Cafeteria Area	470	\$ 22.68	\$ 10,659.60	
Rest of CE Bldg		1223	No charge	No charge	
	New	4422			\$ 107,490.96
		9NRD	Additional Monthly Rent		\$ 8,957.58
			New Monthly Rent Total:		\$ 20,537.82

Updated/Revised