

**Manor Independent School District**  
**District Improvement Plan**  
**2022-2023**



# Mission Statement

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

## Vision

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

## Core Beliefs

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

#### STUDENTS:

Manor ISD serves 9,238 students based on the 2020-21 fall PEIMS snapshot. Two years ago, Manor ISD had 9,109 students enrolled. Templeton Demographics estimates Manor ISD will reach 12,255 students within the next five years. Student enrollment is comprised of 6,083 (65.85%) Hispanic/Latino students, 1,983 (19.87%) African American students, 624 (6.75%) White students, 384 (4.16%) Asian students, 285 (3.09%) students with two or more races, 17 (0.18%) American Indian/Alaskan Native and Hawaiian/Pacific Islander students. 7,117 (77.04%) students are At-Risk and 7,076 (76.60%) are Economically Disadvantaged.

Students enrolled in special programs was comprised of 3,929 (42.53%) Limited English Proficiency (LEP) students, 3,658 (38.12%) Career and Technical Education (CTE) students, 883 (9.56%) Gifted/Talented students, and 998 (10.80%) Special Education students, 7,995 (86.43%) Fine Arts.

271 students (2.93%) were served in the Prekindergarten program in 2020-2021.

The average daily attendance for Manor ISD in the 2020-2021 school year was

#### STAFF:

Manor ISD employed 1,406 full time employees during the 2021-2022 school year. 679 (48.3%) employees were teachers. Of the 679 teachers, 397 (58.5%) teachers had zero to five years of experience. 42 (6.2%) teachers had 20 or more years of experience.

The student/teacher ratio was 15:1.

Manor ISD has a turnover rate of 22.5%, higher than the state average\* (16.8%).

#### Retention by campus:

- Manor HS 72.99%
- Manor Excel Academy 85.71%
- Manor New Tech High 92.11%
- Manor Middle School 76.79%

- Decker Middle School 69.81%
- Manor New Tech Middle 55.56%
- Manor Elementary 82.05%
- Bluebonnet Trail Elem 72.73%
- Decker Elem 56.25%
- Blake Manor Elem 83.33%
- Presidential Meadows Elem 83.33%
- Oak Meadows Elem 86.21%
- Pioneer Crossing Elem 86.11%
- Shadow Glen Elem 78.95%
- Lagos Elem 75.00%

\*2020/21 Information from Manor ISD PEIMS department

Manor ISD currently employs 679 teachers, and a total of 1,406 full time staff members.

Campus leadership experience levels average 5.4 years of experience, which is below the state average of 6.2 years of experience.\*

The Board of Trustees approved a new compensation plan for 2021/2022 which placed Manor ISD in the top 25% of market comparison for districts of similar size in the area. The average teacher salary is \$55,178.

Staff demographics demonstrate greater diversity than the state average with the following comparisons: 20% of our teaching staff is African American (compared to 10.8% for the state), 30% are Hispanic (compared to 28.1% at the state), 45.4% are White (compared to 57.7% at the state), 0.0% are American Indian (compared to 0.03% at the state), 2.0% are Asian (compared to 1.8% at the state), 0.2% are Pacific Islander (compared to 0.2% at the state) and 2.2% are Two or More races (compared to 1.1% at the state)..

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

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

\*\*State comparisons were provided from the 2019/2020 TAPR.

## **Demographics Strengths**

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

## **Problem Statements Identifying Demographics Needs**

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

**Problem Statement 2:** The average daily attendance is 91%. Lower attendance affects student achievement.

**Problem Statement 3:** Manor ISD had multiple vacancies at the start of the 2021-2022 school year.

# Student Learning

## Student Learning Summary

Without having 2020 data due to no test given, the only comparative data can be 2019 and 2021. Overall, there was a drop in performance, most dramatically in grades 3-8 and in Algebra.

Note: Students counted only at the highest performance level reached.

MISD Spring STAAR/EOC 2019															
	Gr	Number Tested		Not Met %			Approaches %			Meet %			Masters %		
		2019	2021	2019	2021	change	2019	2021	change	2019	2021	change	2019	2021	change
Reading	3	670	472	37	48	11	29	32	3	15	13	-2	19	7	-12
Reading	4	689	472	34	56	22	31	26	-5	18	11	-7	17	7	-10
Reading	5	711	484	29	39	10	26	29	3	23	15	-8	22	17	-5
Reading	6	726	367	41	54	13	31	30	-1	17	11	-6	11	5	-6
Reading	7	747	321	39	61	22	28	19	-9	16	10	-6	17	10	-7
Reading	8	655	250	38	46	8	24	27	3	20	13	-7	18	14	-4
Math	3	670	469	27	61	34	34	25	-9	21	9	-12	18	5	-13
Math	4	690	468	29	63	34	30	22	-8	18	8	-10	23	7	-16
Math	5	710	481	22	48	26	25	27	2	20	14	-6	33	11	-22
Math	6	729	361	31	51	20	39	32	-7	21	11	-10	9	6	-3
Math	7	747	220	41	88	47	36	9	-27	16	2	-14	7	1	-6
Math	8	484	230	54	70	16	34	17	-17	11	9	-2	1	4	3
Science	5	711	478	29	60	31	28	26	-2	23	10	-13	20	4	-16
Science	8	647	202	36	54	18	37	24	-13	20	9	-11	7	13	6
Social Studies	8	647	194	43	59	16	32	20	-12	12	10	-2	13	11	-2

## MISD Spring STAAR/EOC 2021

	Number Tested		Not Met %			Approaches %			Meet %			Masters %		
	2019	2021	2019	2021	change	2019	2021	change	2019	2021	change	2019	2021	change
Algebra	612	695	28	60	32	31	24	-7	23	7	-16	18	9	-9
Biology	699	708	26	32	6	27	33	6	34	26	-8	13	9	-4
English I	946	813	50	53	3	16	16	0	31	28	-3	3	3	0
English II	834	643	47	46	-1	19	17	-2	30	34	4	4	3	-1
US History	600	577	17	24	7	29	31	2	32	27	-5	22	18	-4

**2. What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)**

Overall there was a decrease in performance. The results also show a significant number of students who did not test at all in 2021, so results are with a much lower number of students.

African-American followed by Hispanic scholar populations are underperforming in all tested subjects. Our special education and emergent bilingual scholar populations showed a decrease in the number of students tested and percentage of approaches and meets. Significant decrease for Algebra EOC from 2019 and 2021 for approaches and meets. The number of students tested decreased due to the COVID-19 pandemic.

**3. How are PreK - 3rd students (including all student groups) performing on reading and math assessments?**

	Reading									
	BOY			MOY			EOY			Avg Growth from BOY to EOY
	Total	Tier 1	Tier2	Total	Tier 1	Tier2	Total	Tier 1	Tier2	
	Tested			Tested			Tested			
Kinder	353	31.2%	68.8%	375	55.7%	44.3%	395	56.7%	43.3%	25
Grade 1	337	40.1%	59.9%	365	20.3%	79.7%	362	17.4%	82.6%	17
Grade 2	419	52.7%	47.3%	459	26.8%	73.2%	470	20.2%	79.8%	12.5

Math			
	Tier 1	Tier2	Tier 3
K-2	21%	22%	57%

The reading assessment measures how a student is performing compared to where they should be for the time the test is administered. It also measures progress the scholars have made from the beginning of year to the end of year assessment. In kindergarten, more students have progressed from tier 2 to tier one over the course of the school year with an overall progress measure of 25. This shows kindergarten students are making significant gains in moving from needing interventions to more independent learning. First and second graders made overall progress during the year; however, more students required small groups and individualized attention as the year progressed.

The math assessment measures student performance over four domains; number and operations, algebraic thinking, measurement and data, and geometry. Placement in one of three tiers is determined based upon overall performance in these four areas. Tier 1 students are performing at or above expected level. Tier 2 students are students that could benefit from



small group interventions. Tier 3 are in danger of failure and require individualized interventions. For students in Manor ISD, 21% of students are at or above expected level, 22% have been identified for small group reteach and intervention, and 57% need pullout and individual reteach and remediation based on specific areas of review.

#### 4. How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?

Data that compares our campuses with campuses of similar type, size, grade span, and student demographics was not available. Our district comparisons are internal.

The most recent Distinction Designations are from 2019. Distinctions were not awarded in 2020 and 2021 due to the pandemic. The only Distinction Designation available at the district level is postsecondary readiness; Manor ISD has not earned that Distinction Designation.

ACADEMIC ACHIEVEMENT IN ELA/ READING	ACADEMIC ACHIEVEMENT IN MATH	ACADEMIC ACHIEVEMENT IN SCIENCE	ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES	TOP 25% ACADEMIC GROWTH	POST-SECONDARY READINESS	TOP 25% CLOSING PERFORMANCE GAPS
HS: Q1 for 33% of 10 indicators MS, ES: Q1 for 50% of 6 indicators	HS: Q1 for 33% of 9 indicators MS: Q1 for 50% of 7 indicators ES: Q1 for 50% of 5 indicators	HS: Q1 for 33% of 6 indicators MS, ES: Q1 for 50% of 2 indicators	HS: Q1 for 33% of 5 indicators MS: Q1 for at least 50% of 2 indicators	Top quartile in Campus Comparison Group	Dist: 70% of campuses' post-sec indicators in Q1 HS: Q1 for 33% of 9 indicators MS, ES: Q1 Index 4	Top quartile in Campus Comparison Group
<b>NTM BME</b>	<b>MNTH BTE LES</b>	<b>MNTH BME BTE LES</b>	<b>NTM</b>	<b>BME BTE DES LES</b>	<b>MNTH BME BTE LES</b>	<b>MNTH BME BTE LES</b>

#### 5. Are our students on track to graduate? What is our longitudinal graduation and dropout rate? • What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?

4 Year Longitudinal Graduation		7-12 Dropout	
Student group	Rate(%)	Student group	Rate
			(%)
All students	94.0	All students	1.5
African American	96.6	African American	1.0
American Indian	100.0	American Indian	0.0
Asian	85.7	Asian	1.2
Hispanic	94.0	Hispanic	1.8

4 Year Longitudinal Graduation		7-12 Dropout	
Pacific Islander	100.0	Pacific Islander	0.0
White	91.7	White	1.0
Multiracial	85.7	Multiracial	1.8
At-risk	93.4	At-risk	1.4
CTE	94.8	CTE	2.0
Economic disadvantaged	93.5	Economically disadvantaged.	1.7
EL in 9-12	89.8	EL	1.6
EL	89.5	Foster care	0.0
Foster care in 9-12	100.0	Foster/Homeless/Military	1.9
Foster/Homeless/Military	85.2	Homeless	1.8
Homeless in 9-12	84.2	Migrant	.
Military-connected	100.0	Military-connected	3.3
Special education	88.1	Special education	2.5
Title I	90.0	Title I	12.9

Based on the longitudinal graduation and dropout rate, Manor ISD has to continue supporting African American and Hispanic Scholars with increasing graduation rates. In 2020, Manor ISD graduation rate data showed only 69.8% of our EBs graduated within 4 years. Manor ISD has submitted a strategic support plan to TEA due to their Results Driven Accountability rating with Emergent Bilingual graduation rates.

In 2020-2021, 99 scholars took an Advanced Placement course, 103 took UT OnRamps, and 651 scholars are taking courses at Austin Community College.

## 6. What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

Class of 2020 Data - from 2021 CCMR Verifier Report in TEASE

### 2021 State CCMR Rate

State CCMR Rate for the "All Students" group is used in Domain I and Domain II-B

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

	All	Af	Hisp	White	Amer	Asian	Pac	2 or	EcoDis	EL	SpEd	SpEd	Cont	Non-cont
	Students	Amer			Ind		Isl	More		(+Former)	(Current)	(Former)	Enroll	Enroll
								Races						
# of CCMR Points	265.0	62.0	170.0	14.0	1.0	12.0	0.0	6.0	154.0	24.0	40.0	0.0	212.0	53.0
# in Class	564	139	359	32	2	19	1	12	357	94	54	3	403	161
State CCMR Rate	47	45	47	44					43	26	74		53	33

When MISD earned a B rating, MISD's state CCMR rate was 65. The 2021 CCMR calculation did not include .5 points for each student coded as enrolled in a CTE coherent sequence of classes (but the 2019 calculation did include the half points).

### 2021 Federal CCMR Rate

**Federal CCMR Rate is used in Domain III, where the performance of each student group meeting minimum size criteria is compared to established targets**

**(Minimum Size Criteria: 10 for the "All Students" group | 25 for the other student groups)**

	All	Af	Hisp	White	Amer	Asian	Pac	2 or	EcoDis	EL	SpEd	SpEd	Cont	Non-cont
	Students	Amer			Ind		Isl	More		(+Former)	(Current)	(Former)	Enroll	Enroll
								Races						
# of CCMR Points	266.0	63.0	170.0	14.0	2.0	12.0	0.0	6.0	154.0	24.0	40.0	0.0	212.0	54.0
# in Class	592	144	379	33	2	19	2	13	376	104	62	4	417	175
CCMR Rate	45	44	45	42					41	23	65		51	31
CCMR Target (Domain III)	47	31	41	58	42	76	39	53	39	30	27	43	50	31
Met Target (Domain III)	N	Y	Y	N					Y	N	Y		Y	Y

What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

As there was no test given in 2020, the comparative years are 2019 and 2021. Also, due to the decision by TEA to make participation in STAAR optional for students receiving remote asynchronous instruction in 2021 there was only 65% overall participation as opposed to over 99% in 2019.

- As a district there was a 26% overall drop in STAAR scores from 2019 to 2021.
- No domain ratings were assigned in both 2021 and 2019.
- Academic Achievement:
  - STAAR Performance: In 2021 the district had a score of 28 as opposed to a score of 40 in 2019. This is a 30% decrease from 2019 to 2021.
  - College, Career, and Military Readiness: In 2021, the district had a score of 47 as opposed to a score of 65 in 2019. This is a 38% decrease from 2019 to 2021. However, it must be noted that the scoring system changed between 2019 and 2021 with the phasing out of the half point award for students enrolled in a CTE course aligned with an industry based certification. This change contributes to the drop in the CCMR score.
  - Graduation Rate: In 2021 the district had a score of 92.5 as opposed to a score of 91 in 2019. This is a 1.6% decrease from 2019 to 2021.
- School Progress:

- Academic growth was not measured during the 2021 school year.
- Relative Performance: In 2021 the district had a score of 38 as opposed to a score of 53 in 2019. This is a 28% decrease from 2019 to 2021.
- Closing the Gaps was not given a component score for 2021.

What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in: Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years.

In reading, there is an overall drop in scores across all three performance levels. This is seen in all subgroups with the exception of SPED who maintained in the meets and masters performance levels. Our Hispanic scholars show the most significant drop followed by African American scholars.

## All Grades STAAR ELA/Reading Performance

		State	Reg13	MISD	AfAm	Hisp	White	Asian	Two or More Races	SPED	Eco Dis	EB/EL Current & Monitored
Approaches	2021	68%	70%	<b>51%</b>	53%	49%	60%	60%	63%	26%	48%	42%
	2019	75%	77%	<b>64%</b>	62%	63%	72%	79%	76%	33%	62%	59%
Meets	2021	45%	48%	<b>28%</b>	29%	25%	43%	43%	36%	19%	25%	17%
	2019	48%	53%	<b>37%</b>	35%	34%	49%	55%	50%	20%	33%	29%
Masters	2021	18%	21%	<b>7%</b>	9%	6%	16%	17%	12%	5%	6%	5%
	2019	21%	24%	<b>13%</b>	12%	11%	23%	26%	25%	5%	11%	10%

In math, there is an overall drop in scores across all three performance levels. In addition, this is seen in all subgroups. The most significant drops are seen in our Hispanic, African American, and White scholars.

## All Grades STAAR **Mathematics** Performance

		State	Reg13	MISD	AfAm	Hisp	White	Asian	Two or More Races	SPED	Eco Dis	ELL Current & Monitored
Approaches	2021	66%	66%	<b>44%</b>	39%	42%	57%	64%	50%	30%	41%	38%
	2019	82%	81%	<b>72%</b>	66%	73%	78%	86%	79%	43%	71%	73%
Meets	2021	37%	39%	<b>19%</b>	18%	16%	29%	46%	26%	21%	16%	15%
	2019	52%	53%	<b>38%</b>	31%	37%	49%	60%	48%	27%	36%	38%
Masters	2021	18%	19%	<b>7%</b>	6%	5%	12%	28%	14%	7%	6%	6%
	2019	26%	28%	<b>17%</b>	12%	16%	27%	41%	27%	10%	16%	17%

In writing, there is an overall drop in scores across all three performance levels. In addition, this is seen in all subgroups except White who had an increase in the meets and masters performance levels.

## All Grades STAAR **Writing** Performance

		State	Reg13	MISD	AfAm	Hisp	White	Asian	Two or More Races	SPED	Eco Dis	ELL Current & Monitored
Approaches	2021	58%	59%	<b>34%</b>	36%	30%	58%	58%	33%	23%	31%	27%
	2019	68%	69%	<b>56%</b>	55%	54%	61%	80%	68%	34%	53%	53%
Meets	2021	30%	32%	<b>14%</b>	9%	12%	38%	27%	24%	20%	12%	10%
	2019	38%	41%	<b>26%</b>	26%	24%	32%	47%	32%	28%	23%	23%
Masters	2021	9%	11%	<b>3%</b>	1%	2%	15%	9%	5%	7%	2%	2%
	2019	14%	17%	<b>7%</b>	6%	6%	10%	17%	7%	13%	6%	5%

In science, there is an overall drop in scores across all three performance levels. This decrease appears consistent across all subgroups.

## All Grades STAAR **Science** Performance

		State	Reg13	MISD	AfAm	Hisp	White	Asian	Two or More Races	SPED	Eco Dis	ELL Current & Monitored
Approaches	2021	71%	73%	<b>57%</b>	56%	55%	68%	70%	68%	32%	54%	49%
	2019	81%	82%	<b>72%</b>	67%	73%	79%	81%	73%	42%	70%	69%
Meets	2021	44%	48%	<b>27%</b>	25%	24%	43%	48%	48%	22%	24%	18%
	2019	54%	58%	<b>40%</b>	35%	38%	61%	59%	54%	23%	37%	33%
Masters	2021	20%	23%	<b>8%</b>	9%	6%	13%	23%	20%	6%	6%	4%
	2019	25%	29%	<b>13%</b>	8%	12%	32%	27%	25%	5%	11%	11%

In social studies, there is an overall drop in scores across all three performance levels. This is seen in many subgroups with the exception of African American scholars and Hispanic scholars who maintained scores and SPED who saw an increase in the meets and masters performance levels

## All Grades STAAR **Social Studies** Performance

		State	Reg13	MISD	AfAm	Hisp	White	Asian	Two or More Races	SPED	Eco Dis	ELL Current & Monitored
Approaches	2021	73%	77%	<b>68%</b>	61%	69%	79%	87%	54%	35%	65%	49%
	2019	81%	82%	<b>71%</b>	72%	69%	85%	76%	71%	36%	68%	55%
Meets	2021	49%	56%	<b>40%</b>	38%	37%	51%	66%	38%	22%	37%	19%
	2019	55%	59%	<b>39%</b>	40%	36%	58%	52%	46%	16%	35%	21%
Masters	2021	29%	35%	<b>16%</b>	16%	13%	28%	32%	15%	4%	15%	5%
	2019	33%	38%	<b>17%</b>	14%	15%	41%	18%	43%	3%	14%	6%

Provide a summary of TELPAS results for K-12th and compare 2019 and 2021.

There were a significant number of students who made no progress in both years. However this number was greater in 2021.

- Students making no progress
  - First Year: There was an 11% increase in the number of students making no progress.
  - Second Year: There was a 25% increase in the number of students making no progress.
  - Third Year: There was an 18% increase in the number of students making no progress.
  - Fourth Year: There was a 10% increase in the number of students making no progress.
  - Fifth Year: There was a 10% increase in the number of students making no progress.

There was also a decrease in all years of students making at least one year of progress.

- Students making one year or more of progress
  - First Year: There was an 20% decrease in the number of students making no progress
  - Second Year: There was an 36% decrease in the number of students making no progress
  - Third Year: There was an 25% decrease in the number of students making no progress
  - Fourth Year: There was an 31% decrease in the number of students making no progress
  - Fifth Year: There was an 42% decrease in the number of students making no progress

How are PreK - 3rd students (including all student groups) performing on reading and math assessments? (Use BOY and MOY Amplify/Imagine Learning & iReady Math for K-3rd data; hold on PreK data)

The first table shows Literacy and Vocab growth from Benchmark 1 to Benchmark 2 for grades K-3. The second also includes score averages for BOY and MOY.

	Grade	Students	Usage hours	Lessons passed	Pass rate	Literacy growth	Literacy growth %	Vocab growth	Vocab growth %
+	K	553	11.0	8.3	71%	123	36%	155	50%
+	1	560	13.4	12.2	79%	117	20%	219	45%
+	2	542	13.4	14.2	80%	126	13%	226	34%
+	3	596	15.1	20.5	81%	141	10%	218	25%
	Total	2251	13.3	13.9	78%	127	16%	205	35%

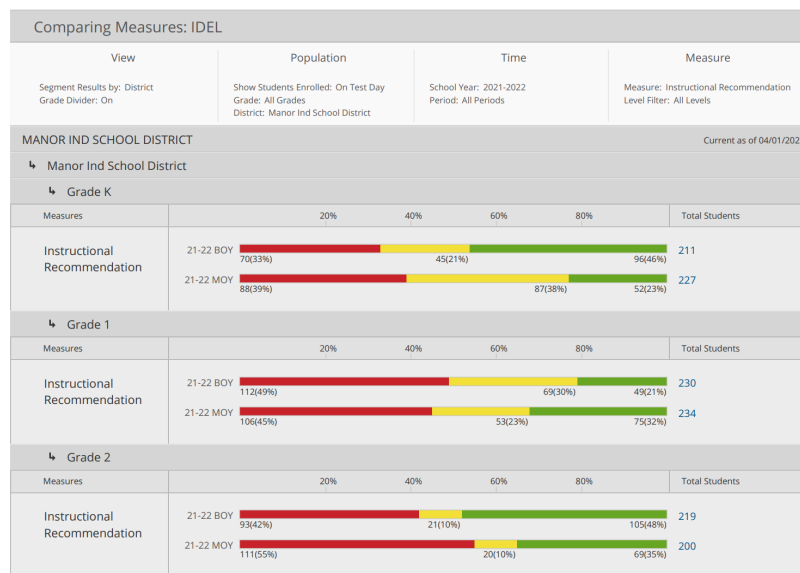
## STUDENTS

Grade	Beginning Aug 1 - Oct 31	Middle Dec 1 - Feb 28	End Apr 1 - Jun 30	Change YTD	Target Range	At or Above Target Range (Most Recent Test)
Kindergarten	344 549 Students	468 549 Students	-- --	⬆️ 124	176 - 550	94%
First	596 576 Students	713 576 Students	-- --	⬆️ 117	551 - 925	73%
Second	933 540 Students	1059 540 Students	-- --	⬆️ 126	926 - 1400	59%
Third	1349 594 Students	1490 594 Students	-- --	⬆️ 141	1401 - 1915	67%

## Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: District Grade Divider: On	Show Students Enrolled: On Test Day Grade: 3 Grades District: Manor Ind School District	School Year: 2021-2022 Period: All Periods	Measure: Composite Score Level Filter: All Levels
MANOR IND SCHOOL DISTRICT <span>Current as of 04/01/2022</span>			
Manor Ind School District			
Grade K			
Measures	20% 40% 60% 80%		
Composite Score	21-22 BOY	155(44%) 62(17%) 71(20%) 68(19%)	356
	21-22 MOY	169(45%) 74(19%) 87(23%) 51(13%)	381
Grade 1			
Measures	20% 40% 60% 80%		
Composite Score	21-22 BOY	204(50%) 68(17%) 81(20%) 54(13%)	407
	21-22 MOY	221(53%) 59(14%) 84(20%) 53(13%)	417
Grade 2			
Measures	20% 40% 60% 80%		
Composite Score	21-22 BOY	207(53%) 65(17%) 61(16%) 53(14%)	386
	21-22 MOY	199(50%) 76(19%) 78(20%) 45(11%)	398





How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?

No distinction designations were assigned to any district in Texas for the 2020-2021 school year.

Are our students on track to graduate? What is our longitudinal graduation and dropout rate? (2021 TAPR; current data)

Based on the longitudinal graduation and dropout rate, Manor ISD has to continue supporting African American and Hispanic Scholars with increasing graduation rates. In 2020, Manor ISD graduation rate data showed only 69.8% of our EBs graduated within 4 years. Manor ISD has submitted a strategic support plan to TEA due to their Results Driven Accountability rating with Emergent Bilingual graduation rates.

What percentage of our students are enrolled in AP/IB. Scores in AP, PSAT, SAT, and ACT? How are they doing? (2021 TAPR; If needed, ask AP-Celia, PSAT, SAT, ACT-Oscar)

In 2020-2021, 99 scholars took an Advanced Placement course, 103 took UT OnRamps, and 651 scholars are taking courses at Austin Community College.

What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

Student performance in CCMR was stable from 2019 to 2020 although participation numbers were decreased. This can be attributed to COVID and asynchronous learning. TSIA numbers did remain stable with no fluctuation. In 2019, our CCMR rate was 65. The 2021 CCMR calculation did not include .5 points for each student coded as enrolled in a CTE coherent sequence of classes.

How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Student performance on local assessments is similar to that of state assessments. Report card grades are overall much higher than assessment grades and do not appear to have a direct correlation.

Section below was filled out for the 2021-2022 DIP.

1. What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

Without having 2020 data due to no test given, the only comparative data can be 2019 and 2021. Overall, there was a drop in performance, most dramatically in grades 3-8 and in Algebra.

Note: Students counted only at the highest performance level reached.

MISD Spring STAAR/EOC 2019															
	Gr	Number Tested		Not Met %			Approaches %			Meet %			Masters %		
		2019	2021	2019	2021	change	2019	2021	change	2019	2021	change	2019	2021	change
Reading	3	670	472	37	48	11	29	32	3	15	13	-2	19	7	-12
Reading	4	689	472	34	56	22	31	26	-5	18	11	-7	17	7	-10
Reading	5	711	484	29	39	10	26	29	3	23	15	-8	22	17	-5
Reading	6	726	367	41	54	13	31	30	-1	17	11	-6	11	5	-6
Reading	7	747	321	39	61	22	28	19	-9	16	10	-6	17	10	-7
Reading	8	655	250	38	46	8	24	27	3	20	13	-7	18	14	-4
Math	3	670	469	27	61	34	34	25	-9	21	9	-12	18	5	-13
Math	4	690	468	29	63	34	30	22	-8	18	8	-10	23	7	-16
Math	5	710	481	22	48	26	25	27	2	20	14	-6	33	11	-22
Math	6	729	361	31	51	20	39	32	-7	21	11	-10	9	6	-3
Math	7	747	220	41	88	47	36	9	-27	16	2	-14	7	1	-6
Math	8	484	230	54	70	16	34	17	-17	11	9	-2	1	4	3

MISD Spring STAAR/EOC 2019															
Science	5	711	478	29	60	31	28	26	-2	23	10	-13	20	4	-16
Science	8	647	202	36	54	18	37	24	-13	20	9	-11	7	13	6
Social Studies	8	647	194	43	59	16	32	20	-12	12	10	-2	13	11	-2

#### MISD Spring STAAR/EOC 2021

	Number Tested		Not Met %			Approaches %			Meet %			Masters %		
	2019	2021	2019	2021	change	2019	2021	change	2019	2021	change	2019	2021	change
Algebra	612	695	28	60	32	31	24	-7	23	7	-16	18	9	-9
Biology	699	708	26	32	6	27	33	6	34	26	-8	13	9	-4
English I	946	813	50	53	3	16	16	0	31	28	-3	3	3	0
English II	834	643	47	46	-1	19	17	-2	30	34	4	4	3	-1
US History	600	577	17	24	7	29	31	2	32	27	-5	22	18	-4

1. What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)

Overall there was a decrease in performance. The results also show a significant number of students who did not test at all in 2021, so results are with a much lower number of students.

African-American followed by Hispanic scholar population are underperforming in all tested subjects. Our special education and emergent bilingual scholar population showed a decrease in the number of students tested and percentage of approaches and meets. Significant decrease for Algebra EOC from 2019 and 2021 for approaches and meets. The number of students tested decreased due to the COVID-19 pandemic.

2. How are PreK - 3rd students (including all student groups) performing on reading and math assessments?

Reading										
	BOY			MOY			EOY			
	Total	Tier 1	Tier2	Total	Tier 1	Tier2	Total	Tier 1	Tier2	Avg Growth from BOY to EOY
	Tested			Tested			Tested			
Kinder	353	31.2%	68.8%	375	55.7%	44.3%	395	56.7%	43.3%	25

Reading										
Grade 1	337	40.1%	59.9%	365	20.3%	79.7%	362	17.4%	82.6%	17
Grade 2	419	52.7%	47.3%	459	26.8%	73.2%	470	20.2%	79.8%	12.5

Math			
	Tier 1	Tier2	Tier 3
K-2	21%	22%	57%

The reading assessment measures how a student is performing compared to where they should be for the time the test is administered. It also measures progress the scholars have made from the beginning of year to the end of year assessment. In kindergarten, more students have progressed from tier 2 to tier one over the course of the school year with an overall progress measure of 25. This shows kindergarten students are making significant gains in moving from needing interventions to more independent learning. First and second graders made overall progress during the year; however, more students required small groups and individualized attention as the year progressed.

The math assessment measures student performance over four domains; number and operations, algebraic thinking, measurement and data, and geometry. Placement in one of three tiers is determined based upon overall performance in these four areas. Tier 1 students are performing at or above expected level. Tier 2 students are students that could benefit from small group interventions. Tier 3 are in danger of failure and require individualized interventions. For students in Manor ISD, 21% of students are at or above expected level, 22% have been identified for small group reteach and intervention, and 57% need pullout and individual reteach and remediation based on specific areas of review.

3. How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?

Data that compares our campuses with campuses of similar type, size, grade span, and student demographics was not available. Our district comparisons are internal.

The most recent Distinction Designations are from 2019. Distinctions were not awarded in 2020 and 2021 due to the pandemic. The only Distinction Designation available at the district level is postsecondary readiness; Manor ISD has not earned that Distinction Designation.

ACADEMIC ACHIEVEMENT IN ELA/ READING	ACADEMIC ACHIEVEMENT IN MATH	ACADEMIC ACHIEVEMENT IN SCIENCE	ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES	TOP 25% ACADEMIC GROWTH	POST-SECONDARY READINESS	TOP 25% CLOSING PERFORMANCE GAPS
HS: Q1 for 33% of 10 indicators MS, ES: Q1 for 50% of 6 indicators	HS: Q1 for 33% of 9 indicators MS: Q1 for 50% of 7 indicators ES: Q1 for 50% of 5 indicators	HS: Q1 for 33% of 6 indicators MS, ES: Q1 for 50% of 2 indicators	HS: Q1 for 33% of 5 indicators MS: Q1 for at least 50% of 2 indicators	Top quartile in Campus Comparison Group	Dist: 70% of campuses' post-sec indicators in Q1 HS: Q1 for 33% of 9 indicators MS, ES: Q1 Index 4	Top quartile in Campus Comparison Group
<b>NTM BME</b>	<b>MNTH BTE LES</b>	<b>MNTH BME BTE LES</b>	<b>NTM</b>	<b>BME BTE DES LES</b>	<b>MNTH BME BTE LES</b>	<b>MNTH BME BTE LES</b>

1. Are our students on track to graduate? What is our longitudinal graduation and dropout rate? • What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?

4 Year Longitudinal Graduation		7-12 Dropout	
Student group	Rate(%)	Student group	Rate (%)
All students	94.0	All students	1.5
African American	96.6	African American	1.0
American Indian	100.0	American Indian	0.0
Asian	85.7	Asian	1.2
Hispanic	94.0	Hispanic	1.8
Pacific Islander	100.0	Pacific Islander	0.0
White	91.7	White	1.0
Multiracial	85.7	Multiracial	1.8
At-risk	93.4	At-risk	1.4
CTE	94.8	CTE	2.0
Economic disadvantaged	93.5	Economically disadvantaged.	1.7
EL in 9-12	89.8	EL	1.6
EL	89.5	Foster care	0.0
Foster care in 9-12	100.0	Foster/Homeless/Military	1.9
Foster/Homeless/Military	85.2	Homeless	1.8
Homeless in 9-12	84.2	Migrant	.
Military-connected	100.0	Military-connected	3.3
Special education	88.1	Special education	2.5
Title I	90.0	Title I	12.9

Based on the longitudinal graduation and dropout rate, Manor ISD has to continue supporting African American and Hispanic Scholars with increasing graduation rates. In 2020, Manor ISD graduation rate data showed only 69.8% of our EBs graduated within 4 years. Manor ISD has submitted a strategic support plan to TEA due to their Results Driven Accountability rating with Emergent Bilingual graduation rates.

In 2020-2021, 99 scholars took an Advanced Placement course, 103 took UT OnRamps, and 651 scholars are taking courses at Austin Community College.

1. What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

Class of 2020 Data - from 2021 CCMR Verifier Report in TEASE

2021 State CCMR Rate														
State CCMR Rate for the "All Students" group is used in Domain I and Domain II-B														
(Minimum Size Criteria: 10 for the "All Students" group)														
	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	SpEd (Former)	Cont Enroll	Non-cont Enroll
# of CCMR Points	265.0	62.0	170.0	14.0	1.0	12.0	0.0	6.0	154.0	24.0	40.0	0.0	212.0	53.0
# in Class	564	139	359	32	2	19	1	12	357	94	54	3	403	161
State CCMR Rate	47	45	47	44					43	26	74		53	33

When MISD earned a B rating, MISD's state CCMR rate was 65. The 2021 CCMR calculation did not include .5 points for each student coded as enrolled in a CTE coherent sequence of classes (but the 2019 calculation did include the half points).

2021 Federal CCMR Rate														
Federal CCMR Rate is used in Domain III, where the performance of each student group meeting minimum size criteria is compared to established targets														
(Minimum Size Criteria: 10 for the "All Students" group   25 for the other student groups)														
	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL (+Former)	SpEd (Current)	SpEd (Former)	Cont Enroll	Non-cont Enroll
# of CCMR Points	266.0	63.0	170.0	14.0	2.0	12.0	0.0	6.0	154.0	24.0	40.0	0.0	212.0	54.0
# in Class	592	144	379	33	2	19	2	13	376	104	62	4	417	175
CCMR Rate	45	44	45	42					41	23	65		51	31
CCMR Target (Domain III)	47	31	41	58	42	76	39	53	39	30	27	43	50	31

### 2021 Federal CCMR Rate

**Federal CCMR Rate is used in Domain III, where the performance of each student group meeting minimum size criteria is compared to established targets**

**(Minimum Size Criteria: 10 for the "All Students" group | 25 for the other student groups)**

Met Target (Domain III)	N	Y	Y	N					Y	N	Y		Y	Y
-------------------------	---	---	---	---	--	--	--	--	---	---	---	--	---	---

### Student Learning Strengths

In 2018-2019 Manor ISD earned a B rating, which was a two level improvement from the previous D rating. Due to the pandemic, the Texas Education Agency did not assign an accountability rating grade in 2019-2020 and 2020-2021 due to the pandemic. Regardless, the Manor Independent School District continues to develop academic programming in three distinct pathways: New Tech Network, International Baccalaureate, and Fine Arts. Career and Technical Education pathways are being evolved to prompt an increase in the number of students who attain an industry-based certification. Dual Language is offered at our elementary campuses which provides scholars an opportunity to learn content in two languages. Finally, Manor Early College High School continues to increase in enrollment and performance.

# District Processes & Programs

## District Processes & Programs Summary

By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.



# Perceptions

## Perceptions Summary

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

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

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

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

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

## Perceptions Strengths

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

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

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

Educational Programs Include but are not limited to:

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

## Problem Statements Identifying Perceptions Needs

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

# Priority Problem Statements

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

**Root Cause 1:**

**Problem Statement 1 Areas:** Perceptions





# Goals

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 1:** The Meets performance level for ELA/SLA for all students will increase to 40%.

## HB3 Goal

**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide ongoing training to Literacy Coaches who support K-6 teachers in balanced literacy components. <b>Strategy's Expected Result/Impact:</b> 100% of scholars will demonstrate growth from BOY to EOY on identified literacy diagnostic tool. <b>Staff Responsible for Monitoring:</b> District Curriculum, Instruction, and Dual Language Coordinators.	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 2:** The Meets performance level for Math for all students will increase to 30%

**HB3 Goal**  
**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each campus will implement the identified High Quality Instructional Material (HQIM) 80% of the time. <b>Strategy's Expected Result/Impact:</b> 100% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. <b>Staff Responsible for Monitoring:</b> District Curriculum, Instruction, and Dual Language Coordinators.	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 3:** The attendance rate will increase to 95%

**Evaluation Data Sources:** Skyward





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student Information Systems will provide campuses a report weekly that contains the ADA for the previous two weeks. <b>Strategy's Expected Result/Impact:</b> Campuses will address attendance concerns weekly based on the report. <b>Staff Responsible for Monitoring:</b> Executive Director-Research, Data, and Accountability	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 4:** The percentage of students who read at or above grade level in grades K-2 will increase to 50% and higher.

**HB3 Goal**

**Evaluation Data Sources:** Amplify M Data Report (English and Spanish)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Kinder and 1st grade teachers will participate in the HB3 Literacy and Biliteracy Academies. <b>Strategy's Expected Result/Impact:</b> 100% of scholars will demonstrate growth from BOY to EOY on Amplify M. <b>Staff Responsible for Monitoring:</b> Literacy/Biliteracy District Curriculum, Instruction, and Dual Language Coordinators.	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 5:** The percentage of students who read at or above grade level in grades K-2 will increase to 50% and higher.

**High Priority**  
**Evaluation Data Sources:** iReady Math Diagnostic

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Kinder-2nd grade teachers will be trained on the new math adoption (Curriculum Associates Ready Texas) <b>Strategy's Expected Result/Impact:</b> 100% of scholars will demonstrate growth from BOY to EOY on iReady diagnostic <b>Staff Responsible for Monitoring:</b> Math District Curriculum, Instruction, and Dual Language Coordinators.	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 6:** The percentage of students who graduate college, career, trade, or military ready will increase to 63%

**HB3 Goal**  
**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Scholars travel for college and career experiences. <b>Strategy's Expected Result/Impact:</b> Gear Up cohort students will participate in various field trips to support the goals of the grant. <b>Staff Responsible for Monitoring:</b> Director of College and Career Readiness	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				







**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 7:** The percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5 percentage points.

**High Priority**

**Evaluation Data Sources:** PEIMS Discipline Report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administrators will review bullying procedures with all students and parents during the first week of school. <b>Strategy's Expected Result/Impact:</b> All students and parents will be knowledgeable about bullying procedures including the reporting of bullying. <b>Staff Responsible for Monitoring:</b> Chief Schools Officer/Chief of Police	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of campuses will implement a comprehensive PBIS program. <b>Strategy's Expected Result/Impact:</b> All students will be taught behavioral expectations and will receive incentives to reinforce positive behaviors.	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 8:** The Meets performance level for all Emergent Bilinguals will increase:  
RLA from 17% to 22%; Math 15% to 20%

**HB3 Goal**





**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will hire two 100% Dual Language Coordinators and .80 Secondary Coordinator to provide professional development on Bilingual, Dual Language, ESL, and Sheltered Instruction strategies to facilitate language, literacy, and content learning for Emergent Bilinguals. <b>Strategy's Expected Result/Impact:</b> PK-12th grade teachers will improve their instructional delivery to support an increase in Emergent Bilingual scholar achievement. <b>Staff Responsible for Monitoring:</b> Multilingual Education Director  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Manor ISD will establish a baseline to measure the percentage of stakeholders who receive communication from the district.





**Evaluation Data Sources:** Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will conduct an annual survey to ensure that stakeholders are receiving information from the district and campuses. <b>Strategy's Expected Result/Impact:</b> Annual Increases <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Percentage of caregivers/families who receive text communications from Manor ISD. <b>Strategy's Expected Result/Impact:</b> 100% <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Percentage of caregivers/families who receive email communications from Manor ISD. <b>Strategy's Expected Result/Impact:</b> 100% <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Percentage of caregivers/families who receive app notifications from Manor ISD. <b>Strategy's Expected Result/Impact:</b> 100% <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Total number of stakeholder engagement on district website and social media platforms. <b>Strategy's Expected Result/Impact:</b> Must show an annual increase of unique visits, likes, follows and overall reach. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 2:** Manor ISD will establish a baseline to determine stakeholder perception of district communication.

**Evaluation Data Sources:** Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will conduct an annual survey to measure the perception of Manor ISD. <b>Strategy's Expected Result/Impact:</b> Stakeholders will indicate positive perceptions of Manor ISD <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will conduct an annual survey to measure the perception of each school within Manor ISD. <b>Strategy's Expected Result/Impact:</b> Stakeholders will indicate positive perceptions of each Campus <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Manor ISD will share perception data with stakeholders and develop plans to increase perceptions as needed. <b>Strategy's Expected Result/Impact:</b> Stakeholders will indicate positive perceptions of Manor ISD and each Campus <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 1:** 100% of campuses will have a functioning parent/teacher organization.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will establish a reporting system that identifies district wide parent/teacher organizations, indicates the meeting date/time/location and provides a contact person. <b>Strategy's Expected Result/Impact:</b> All campuses will have a minimum of 2 parent/teacher organizations. <b>Staff Responsible for Monitoring:</b> Chief Schools Officer	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 2:** Teachers will have a scheduled meeting with 85% of parents about students' academic progress.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every campus will report the percentage of parent meetings that target academic progress. <b>Strategy's Expected Result/Impact:</b> Student success <b>Staff Responsible for Monitoring:</b> Campus Principals	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will establish a dashboard that aggregates the percentage of parent meetings districtwide. <b>Strategy's Expected Result/Impact:</b> Parent meetings will increase, resulting in student academic success. <b>Staff Responsible for Monitoring:</b> Chief Schools Officer	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** 100% of community partnerships will include a performance evaluation by April.

**Evaluation Data Sources:** Partner Data Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will create, hire and retain a Community Engagement and Partnership Coordinator. <b>Strategy's Expected Result/Impact:</b> Enhance Community Partnerships <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will create systems to identify, monitor and evaluate districtwide community partnerships. <b>Strategy's Expected Result/Impact:</b> Enhance the effectiveness of community partnerships <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 1:** 100% of families will select their first, second, and third school choice option through the unified enrollment system.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will create a unified enrollment system. This will allow all Manor ISD families to make selections for enrollment for the upcoming year at any of our school campuses. <b>Strategy's Expected Result/Impact:</b> Equitable school choice options for 100% of Manor ISD families. <b>Staff Responsible for Monitoring:</b> Chief of Equitable Innovation Officer  <b>Equity Plan</b>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will publicize school choice options via the unified enrollment system with the goal of obtaining 100% participation. <b>Strategy's Expected Result/Impact:</b> All Manor ISD families will receive multiple communications about school choice options and the election window through multiple communication mediums. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer Chief of Equitable Innovation Officer  <b>Equity Plan</b>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				







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

**Performance Objective 2:** 60% of families will receive their first or second school choice option.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Currently, there are only 3 schools (1 Middle, 2 High School) available for school choice through a lottery system. With the limited options, scholars either get their only (first) choice or no choice at all. Through inclusion of all Manor ISD schools in the unified enrollment system, more choice options should allow more Manor ISD families to receive either their first or second choice. <b>Strategy's Expected Result/Impact:</b> More opportunities for more scholars to attend their school of choice. <b>Staff Responsible for Monitoring:</b> Chief of Equitable Innovation Officer  <b>Equity Plan</b>	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 3:** 100% of K-12 scholars will have access to technology devices to enhance their learning experience.

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

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

**Performance Objective 4:** Manor ISD will conduct an annual needs assessment of 100% of schools to evaluate and respond to ensure equitable resource allocation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will assess the individual educational needs of our campuses based on a to-be-developed comprehensive needs assessment. <b>Strategy's Expected Result/Impact:</b> Comprehensive needs assessment developed so that resources can be applied to address most critical needs. <b>Staff Responsible for Monitoring:</b> Chief Equitable Innovation Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will develop a menu of available resources that can be applied at various campuses. Some examples of these resources are instructional coaches and literacy coaches. <b>Strategy's Expected Result/Impact:</b> Menu of resources will be developed. <b>Staff Responsible for Monitoring:</b> Chief of Equitable Innovation Officer Chief Schools Officer	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 5:** Manor ISD will implement the Teacher Incentive Allotment program at two campuses in order to incentivize the best teachers to work at the highest needs campuses.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD has applied for Cohort E of the TIA (Teacher Incentive Allotment). <b>Strategy's Expected Result/Impact:</b> Acceptance of Manor ISD's TIA application. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Chief Human Capital Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD has identified two campuses, Oak Meadows Elementary and Manor Middle School, as the campuses included in TIA fo year 1. Data collection will occur in 2022-2023 on these campuses for 5th Grade Reading & Math or 8th Grade Reading & Math to calculate Student Growth using STAAR. <b>Strategy's Expected Result/Impact:</b> Qualify teachers as eligible under TIA. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Chief Human Capital Officer Chief Academics Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Manor ISD has identified two campuses, Oak Meadows Elementary and Manor Middle School, as the campuses included in TIA fo year 1. Data collection will occur in 2022-2023 on these campuses for teacher observation using T-TESS. <b>Strategy's Expected Result/Impact:</b> Qualify teacher as eligible under TIA. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Chief Human Capital Officer Chief Schools Officer	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

**Performance Objective 6:** Manor ISD will ensure that 90% of staff will report that they are well informed about safety and security procedures.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure there is a widespread understanding of the duties of the school police officers <b>Strategy's Expected Result/Impact:</b> Staff will be knowledgeable about the roles and responsibilities of school police officers. <b>Staff Responsible for Monitoring:</b> Chief of Police	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct twelve (12) monthly drills for established standard response protocols <b>Strategy's Expected Result/Impact:</b> Improve competency and effectiveness in the execution of safety drills <b>Staff Responsible for Monitoring:</b> Chief of Police	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review drill procedures with students and staff prior to conducting drills and debrief after every drill <b>Strategy's Expected Result/Impact:</b> Improve competency and effectiveness in the execution of safety drills <b>Staff Responsible for Monitoring:</b> Chief of Police	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review emergency communication protocols to identify opportunities for improvement <b>Strategy's Expected Result/Impact:</b> Provide timely and accurate information provided to parents, staff, and the community <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement strategies for officers to engage with students to increase awareness of safety and behavioral health, promote student advocacy and provide mentorship <b>Strategy's Expected Result/Impact:</b> Ensure police effectiveness within a school setting <b>Staff Responsible for Monitoring:</b> Chief of Police	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Periodically review campus safety and security procedures with students and staff <b>Strategy's Expected Result/Impact:</b> Improve competency and effectiveness in the execution of safety and security procedures <b>Staff Responsible for Monitoring:</b> Chief of Police	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Review emergency communication protocols to identify opportunities for improvement <b>Strategy's Expected Result/Impact:</b> Provide timely and accurate information provided to parents, staff, and the community <b>Staff Responsible for Monitoring:</b> Chief of Police	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** Bond Completion List

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Manor ISD campuses will have fully secure vestibules in place by the end of the school year. <b>Strategy's Expected Result/Impact:</b> Student safety <b>Staff Responsible for Monitoring:</b> Director of Bonds and Construction Direct of Facilities Chief Operations Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Manor ISD campuses will be in 100% compliance with the District Emergency Operations Plans. This will be accomplished by conducting the required drills identified in the Standard Response Protocols obtained from the Texas School Safety Center. <b>Strategy's Expected Result/Impact:</b> Student, Staff and District Safety Awareness during normal and critical events. <b>Staff Responsible for Monitoring:</b> - Manor ISD Police Department - Campus Administrators - Operations Department	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Establish preventative maintenance systems and schedules throughout the district.





**Evaluation Data Sources:** Budget and Capital Outlay Forecasting Sheet

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Capture life span of facility structures so that forecasting is readily available for financial and capital outlay planning. <b>Strategy's Expected Result/Impact:</b> Keep up with student population growth and maintain facility use of space. <b>Staff Responsible for Monitoring:</b> Bond and Construction Director Director of Facilities	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				







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

**Performance Objective 3:** Develop a consistent process for renting 100% of the district's available facilities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Finalize and streamline processes and procedures as well as provide listings of all available facility spaces in a written/electronic format. <b>Strategy's Expected Result/Impact:</b> Have facility ready spaces available for community, students, and Manor ISD partnerships. <b>Staff Responsible for Monitoring:</b> Director of Facilities Chief Operations Officer Athletic Director	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 4:** Develop a long-term Facilities Master Plan to guide facility usage and development.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a long-term Facilities Master plan that outlines facility assessments, growth, utilization of space, and maintenance of operations. <b>Strategy's Expected Result/Impact:</b> Planning, forecasting, and capital outlay projections <b>Staff Responsible for Monitoring:</b> Director of Facilities Bonds & Construction Director Chief Operations Officer Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 1:** The teacher retention rate will increase from 79% to 86%

**Evaluation Data Sources:** TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will provide a retention bonus of \$750 to all returning staff for the 2022-23 school year. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention <b>Staff Responsible for Monitoring:</b> Director of Human Capital, Director of Finance	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will monitor employee exit survey feedback quarterly, present information to cabinet and board of trustees, and develop short and long term goals to address common themes expressed. <b>Strategy's Expected Result/Impact:</b> Address top causes of teacher departure, which are currently supervisor relations and working conditions <b>Staff Responsible for Monitoring:</b> Director of Human Capital	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Manor ISD will increase compensation for all staff positions between 2%-5% of annual salary for the 2022-23 school year. <b>Strategy's Expected Result/Impact:</b> Increase teacher retention <b>Staff Responsible for Monitoring:</b> Director of Human Capital, Director of Finance	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Manor ISD will develop and implement a 2022-23 Professional Learning Plan that provides development and continuing education for all instructional position. <b>Strategy's Expected Result/Impact:</b> Increase teacher retention by providing quality professional development. <b>Staff Responsible for Monitoring:</b> Directors of Academics, Schools, and Human Capital	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Manor ISD will continue the Novice Teacher Development program in partnership with Texas A&M University to support all first year teachers and mentors. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention and quality onboarding and support for new teachers.	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Chief of Academics, Chief of Human Capital					
			</		





**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 2:** - Vacant Certified Bilingual teacher positions will decrease by 15%

- Vacant Certified Secondary Math and Science teacher positions will decrease by 15%





- Vacant Certified Special Education teacher positions will decrease by 15%

**Evaluation Data Sources:** Position Control/Bilingual/ESL Exemptions and Waiver Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will increase the certified bilingual stipend from \$7,000 to \$7,500 and the biligual specialty stipend from \$4,000 to \$4,500. <b>Strategy's Expected Result/Impact:</b> Retain and recruit highly qualified bilingual certified staff. <b>Staff Responsible for Monitoring:</b> Director of Human Capital	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will implement local designation teacher certification program for qualifying candidates in the areas of Secondary Math and Science. <b>Strategy's Expected Result/Impact:</b> Reduce vacancies of these hard to fill positions: Secondary Math and Science. <b>Staff Responsible for Monitoring:</b> Director of Human Capital.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Manor ISD will continue implementation and expand the J1 teacher program for hard to fill and longtime vacancies in Special Education, Secondary Math and Science, and Elementary Bilingual. <b>Strategy's Expected Result/Impact:</b> Reduced vacancies in these areas. <b>Staff Responsible for Monitoring:</b> Director of Human Capital.	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 3:** Manor ISD will invest in the development of career pathways.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Manor ISD will open a paid teacher residency program in partnership with Texas State University and host 20 teacher residents for the 2022-23 School Year. <b>Strategy's Expected Result/Impact:</b> Build talent pipeline and recruit highly qualified teachers; provide a year-long collaborative onboarding process for residents. <b>Staff Responsible for Monitoring:</b> Director of Human Capital, Campus Principals. Texas State Site Supervisors	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Manor ISD will begin the Grow Your Own program partnership with Texas State that will assist staff in the completion of a bachelors degree, Special Education Certification, and EC-6/ESL Certification. <b>Strategy's Expected Result/Impact:</b> Build talent pipeline and develop staff to move from paraprofessional positions into certified teacher positions.	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Addendums

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

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

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

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

**Policy**

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

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

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

**Internet Posting**

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

**Prevention and  
Mediation**

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

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

*Education Code 37.0832*

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

## SUBCHAPTER C. LAW AND ORDER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

Amended by:

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

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

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

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

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

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

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

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

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

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

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

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



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

## Priority for Service (PFS) Action Plan

School Year: 2021 - 2022

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

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

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

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

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




ESC Signature      Date Completed

LEA Signature      Date Received

**Manor Independent School  
District**



**Student Code of Conduct**

**2021-2022**

Dear Parent/Guardian:

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

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

Student Name: \_\_\_\_\_

School Campus: \_\_\_\_\_ Grade Level: \_\_\_\_\_

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

\_\_\_\_\_  
Parent/Guardian Printed Name

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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## General Overview

### Purpose

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

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

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

### Additional Rules

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

### General Standards of Student Conduct

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

### Notice of Disciplinary Action

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

### Anti-Discrimination

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



## Discipline of Students with Special Needs

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

## Discipline Appeals

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

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

## Effect of Student Withdrawal

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

## Scope of the District's Disciplinary Authority

### General Authority

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

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

point on the school's real property boundary line.

- If the student is a registered sex offender.

## Searches

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

## Criminal Conduct

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

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

## Discipline Considerations & Techniques

### Discipline Considerations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## General Types of Prohibited Conduct

### Misconduct Involving Others

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

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

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

- Engaging in sexual harassment (*see definitions*) or sexual abuse.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Invasive visual recording (*see definitions*).
- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual.
- Touching one's own private body parts in a sexual manner.
- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment.
- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.
- Engaging in oral or written threats to cause harm or bodily injury (*see definitions*) to another student, a District employee, official, or volunteer, or school property, including threats made using the Internet or other technology resources at school. Students may be disciplined for threats made outside of school, including website or Internet postings, if the threat causes a material or substantial disruption at school or is reasonably forecast to cause one.
- Engaging in oral or written threats of any kind of violence or violent acts.
- Preparing a hit list (*see definitions*).
- Wrongfully obtaining and using another person's identifying information or personal data without permission in order to mislead, defraud, or deceive.
- Hazing (*see definitions*).
- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying.
- Matches or a lighter.
- Tobacco products.
- Electronic cigarettes (*see definitions*), electronic vaping devices, personal vaporizers, electronic nicotine delivery systems or paraphernalia, including but not limited to Juul and Juul pods, or vials, cartridges, or "pens" with liquid or other types of material for use in such devices.
- Fireworks or any other pyrotechnic device.
- Smoke or stink bombs.

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

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



day

## Misuse of Property

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

## Safety / Disruption

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

## Technology

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

## **Failure to Follow Rules**

- Using the name, persona, or image of a student, District employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.
- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety.
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means.
- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material.
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's website.
- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.
- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.
- Violating dress and grooming criteria.
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel.
- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee or providing inaccurate information when questioned about possible violations of the SCC.
- Failing to provide proper identification upon request of a District employee.
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct or help conceal any violation.
- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.
- Unexcused tardiness to class.
- Skipping school or class without the District's or parent/guardian's permission.
- Leaving class, the campus, or school events without permission.
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend.

- Violating rules for conduct on school owned or operated transportation.
- Violating rules for operating or parking a motor vehicle on school property.
- Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices.
- Violating the District's medications policy regarding prescription and over-the-counter drugs.
- Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment.
- Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events.
- Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items.
- Violating other campus or classroom rules for behavior or district policies.

## Other Misconduct

- Using profanity, vulgar language, or obscene gestures.
- Loitering in unauthorized areas.
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to District employees.
- Gambling or betting money or other things of value.
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing.
- Taking one or more steps toward violating the SCC even if the student fails to complete the intended misconduct.

## Removal from District Transportation

### Reasons for Removal

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

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

<p><b>Procedure for Removal</b></p>	<ul style="list-style-type: none"> <li>• Keep hands, feet, other body parts, or objects to yourself</li> <li>• Refrain from making loud or distracting noises</li> <li>• Do not obstruct the driver's view</li> <li>• Do not throw objects inside the transportation or out of the windows or doors</li> <li>• Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment</li> </ul> <p>A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.</p> <p>The student will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.</p>
<p><b>Removal from Classroom by Teacher</b></p>	
<p><b>Ordinary Teacher Removal</b></p>	<p>A teacher may send a student to the campus behavior coordinator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. For these informal removals, the behavior coordinator will use one or more discipline management techniques to address and improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the behavior coordinator will employ other discipline techniques or progressive interventions to improve the student's conduct.</p>
<p><b>Formal Teacher Removal</b></p>	<p>A teacher may remove a student from class when:</p> <ul style="list-style-type: none"> <li>• The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach or with the learning of other students; or.</li> <li>• The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach or with the learning of other students.</li> </ul> <p>A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.</p>
<p><b>Placement During Removal</b></p>	<p>When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.</p>
<p><b>Procedures for Teacher Removal</b></p>	<p>No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the campus behavior coordinator or other administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity</p>

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

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

### **Return to the Classroom**

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

## **In-School Suspension (ISS)**

### **Reasons for ISS**

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

### **Procedure for ISS**

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

## **Out-of-School Suspension (OSS)**

### **Reasons for OSS**

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

### **Procedure for OSS**

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

### **Assignments During ISS and OSS**

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

### **Grade Level and Other Restrictions on Suspension**

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

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

# Disciplinary Alternative Education Program (DAEP)

## Reasons for Mandatory DAEP Placement

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

- Engages in conduct punishable as a felony.
- Commits an assault (*see definitions*) resulting in bodily injury (*see definitions*) against another.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage in any amount not punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony.
- Engages in an offense relating to abusable volatile chemicals (*see definitions*).
- Engages in conduct that contains the elements of the offense of harassment under specific provisions of the Texas Penal Code (*see definitions*), against an employee of the school district.
- Engages in public lewdness (*see definitions*).
- Engages in indecent exposure (*see definitions*).
- Sells, gives, delivers, possesses, uses, or is under the influence of designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Possesses, other than on his or her person, or uses a knife with a blade over 5½ inches
- Engages in criminal mischief if the damage is greater than \$750
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Possesses, other than on his or her person, or uses a firearm (*see definitions*) as defined by state law. Note: Possession of a firearm as defined by federal law is an expellable offense.
- Possesses, other than on his or her person, or uses a knife with a blade over 5½".
- Engages in expellable conduct if the student is between six and nine years of age.
- Engages in criminal mischief if the damage is greater than \$750.
- Engages in a federal firearm offense if the student is six years of age or younger.

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

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

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

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

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

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

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

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

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

## Reasons for Discretionary DAEP Placement

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

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

- If the student is a registered sex offender (*see definitions*) who is not under any form of court supervision. A registered sex offender who is not under any form of court supervision will be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and such placement is not contrary to the best interests of the District's students.
- Engages in bullying (*see definitions*) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Is involved with a public school fraternity, sorority, secret society, or gang (*see definitions*), including participating as a member or pledge, or soliciting another person to become a member or pledge.
- Is involved in criminal street gang activity (see definition).

## Emergency DAEP Placement

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

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

## Procedure for DAEP Placement

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

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

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

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



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

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

## Length of DAEP Placement

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

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

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

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

## Particular Rules for Registered Sex Offenders

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

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

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

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

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

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

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

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

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

## Other DAEP Issues

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Expulsion

### Reasons for Mandatory Expulsion

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

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

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

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

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

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

### Reasons for

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

## Discretionary Expulsion

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

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

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

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

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

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

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

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

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

- Commits aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student.
- Retaliates against a school employee or volunteer by committing an assault (*see definitions*) resulting in bodily injury.
- Engages in felony criminal mischief.
- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district without consent and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.
- Engages in bullying (*see definitions*) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.
- Issues a false alarm or report (*see definitions*) or a terroristic threat (*see definitions*) involving a public school.

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

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

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

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

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

## Emergency Expulsion

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

## Procedure for Expulsion

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

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

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

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

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

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

## Length of Expulsion

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

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



## Other Expulsion Issues

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

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

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

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

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

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

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

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

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

## Expulsion Appeals

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



## Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Manor Independent School District

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

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

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