PORTRAIT OF A LEARNER

WE ARE BOERNE

CRITICAL THINKING
COMMUNICATION
EMPATHY
INTEGRITY
ADAPTABILITY
COLLABORATION
WELLNESS

**2024-2025**

# Professional Learning Plan

Prepared by:

WE ARE BOERNE ISD
*Teaching & Learning*

**2024-2025**

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# VISION

Our community will engage students and adults in a challenging educational environment that inspires creativity and enriches lives for today's realities and tomorrow's possibilities.

# MISSION

The Boerne Independent School District engages, inspires, and enriches our community through innovative learning experiences.

## Engage. Inspire. Enrich.

# DISTRICT BELIEFS

**We believe:**
- All students have talents and gifts and deserve the highest quality education;
- All students should have opportunities to achieve high levels of success;
- Children matter to the community and should experience a sense of belonging;
- Children grow best with family and community nurturing;
- All students must be post-high school ready to enter the workforce and/or higher education;
- In educating the whole child by addressing not only academics but social/emotional needs;
- Education is a partnership involving students, families, community, and the district;
- In fostering an atmosphere of open communication;
- In a culture of collaboration and respect of all stakeholders;
- In the importance of community partnerships;
- Our staff is student-centered and dedicated to excellence;
- Continuous learning of staff is essential to student success;
- In attracting and retaining the highest quality staff;
- In being good stewards of the taxpayers' dollars; and
- In providing safe and secure schools for students and staff

# Table of Contents

# Introduction

This document contains the Boerne Independent School District (BISD) Professional Learning Plan and includes information about BISD core philosophies, the definition of professional learning, and the rationale for all employees to be lifelong learners.

## Board Policy for Staff Development: DMA (LEGAL)

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district (DMA (LEGAL)).

A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:
1. Be guided by the recommendations for training in the clearinghouse;
2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
3. Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy. *Education Code 21.4515(a), (b)*

**Requirements for Training**
In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:
1. Incorporates proactive instructional planning techniques using a framework that:
   a. Provides flexibility in the ways:
      1. Information is presented;
      2. Students respond or demonstrate knowledge and skills; and
      3. Students are engaged;
   b. Reduces barriers in instruction;
   c. Provides appropriate accommodations, supports, and challenges; and
   d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate] *Education Code 21.4515(a-2), (b), (c)*

## Definition of Professional Learning

BISD defines professional learning as an ongoing course of study that changes participants' behavior in a way that produces a demonstrable and measurable effect on student learning. The BISD Professional Learning Plan is built on the expectations that all supervisors are professional developers of the employees they supervise, and all employees will continually seek opportunities to grow professionally to improve performance. Excellence in the education profession is not merely a condition but rather "a process of continuous improvement over time" (Wink, 2017, p. 25).

Wink, J. R. (2017). *A leader's guide to excellence in every classroom: Creating support systems for teacher success*. Solution Tree Press.

## BISD Professional Learning Mission

The mission of the Professional Learning Program in BISD is to improve student learning by supporting professional learning activities closely related to the work of teaching and the process of learning. Based on relevant research, professional learning will be designed to enhance the continuous professional growth and learning of all employees, while supporting the goals of the district, the campus, and the individual educator.

## BISD Professional Learning Belief Statements

In BISD we believe professional learning:
- Should be designed for a clear and compelling purpose aligned with the BISD Strategic Plan;
- Is research-based, job-embedded, and on-going to improve student outcomes;
- Is meaningful and relevant to the adult learner;
- Builds a shared vision supporting collaboration and collegiality;
- Builds capacity for all employees;
- Is facilitated to ensure transfer of learning for adult learners and includes coaching and other kinds of follow-up support to transfer learning into daily, sustained practice;
- Should be offered by various modes of delivery (face-to-face, blended, on-line, etc.)
- Must be grounded in inquiry, reflection, action and evaluation; and
- Is evaluated based on changes in practice enhancing the educational experiences of each student.

## Professional Learning Rationale

Professional learning is the primary vehicle to achieve the overall purpose of improving educator effectiveness and increasing student achievement. A well-designed professional learning program is an essential component of a district's efforts to achieve its mission and goals and to connect curriculum design and classroom delivery. Effective professional learning is research-based and driven by multiple forms of data, individualized to allow for differentiation for adult learners, and provides all employees with the skills and knowledge needed to meet the needs of diverse student populations.

## Theoretical Basis of Professional Learning

All professional learning offered in BISD is based on adult learning theory which recognizes adult learners, like student learners, have unique needs that must be considered and addressed. Knowles, Holton, and Swanson (2015) emphasized the following aspects of adult learning theory should be considered when professional learning is designed:
- Adults will commit to learning when the goals and objectives are considered realistic and important to the adult learner's personal and professional needs;
- Professional learning needs to provide adult participants some control over the what, who, how, why, when, and where of their learning;
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional learning activities that allow the learner to practice the learning and receive structured, helpful feedback; and
- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in professional learning planning and implementation.

Knowles, M. S., Holton, R. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource learning*. Routledge.

## Texas Educator Professional Learning Standards

All Texas-certified educators are responsible for consistently meeting high standards for their individual development and collaboration among other educational professionals. Texas Administrative Code Teacher Standards §149.1001 specifically addresses the expectations for professional learning.

6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
　(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
　　(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
　　(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
　　(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
　(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
　　(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
　　(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
　(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

## Professional Learning Advisory Committee

The district will maintain a Professional Learning Advisory Committee composed of representatives from various departments, campuses and programs that serve in an advisory capacity to district leadership. Membership on the Professional Learning Advisory Committee will include representatives from the following:
- 1 Teacher representative from each campus level (elementary, middle, high school)
- 1 Elementary Instructional Coach
- 1 Secondary Instructional Coach
- 1 Administrative representative from each campus level (elementary, middle, high school)
- 1 Employee representative from Teaching and Learning Department
- 1 Employee representative from Technology Department
- 1 Employee representative from the Special Education Department

The above representatives serve staggered two-year terms and are nominated by their supervisors.

Standing members of the Professional Learning Advisory Committee include:

Chief Administrative Officer
Chief Instructional Officer
Chief Human Resources Officer
Chief Technology Officer

The Professional Learning Advisory Committee will meet a minimum of twice annually to review evaluation data of student performance, professional learning evaluations, program evaluations, and other performance data to determine specific professional learning needs within the context of the district Professional Learning Plan. It is the goal of the BISD Professional Learning Plan Advisory Committee that this professional learning plan links specific initiatives to all district goals.

Recommendations from the Professional Learning Advisory Committee are presented to the district's senior leadership no later than November of each year to be included in the budgeting and planning process for the following school year.

# Professional Learning Plan

The organizational structure of the Professional Learning Plan reflects the career cycle of all employees. Professional learning career cycles in future years will reflect specific expectations for all employees along the BISD Professional Learning Continuum (see Appendix A):

**Beginning:** Reflects the career cycle of an employee who is new to the assignment;
**Developing**: Reflects the career cycle of an employee who has gained specific experience in the current assignment and possesses deepening skills;
**Meeting:** Reflects the career cycle of an employee who has gained a deeper level of experience in the current assignment and possesses specific skills; and
**Expert:** Reflects the career cycle of an employee who has gained the highest level of experience in the current assignment, possesses specific skills, and is viewed by colleagues and supervisors as a leader in the field of work.

The plan is based on the Curriculum Management Audit (Murdoch, 2018) recommendation to create a professional learning plan "that focuses on developing a culture of growth and learning in a comprehensive manner to address teacher learning that will result in student learning" (p. 17). The plan was developed to ensure delivery of research-based best practices in adult learning theory and state standards for professional learning.

The time span of the professional learning plan is three years, with annual review and adjustment as needed to address emerging needs or other changes impacting priorities for these services. Each current/immediate year's plan will contain explicit and complete information for each group of employees. The future three years will contain a general informational framework that will be developed in detail as data and other feedback lead to specific contents and contexts for the professional learning offerings. As a year of professional learning is completed, the subsequent plans will be modified as needed and the third year projected then added to the plan.

Murdoch, J. (2018). *A curriculum audit of the Boerne Independent School District* (pp. 1-363, Rep.). Texas Curriculum Audit Management Center.

## Boerne ISD Strategic Plan Professional Learning Alignment

District professional learning will be aligned to T-TESS domains and four pillars of focus identified through the 2023 strategic planning process aimed at transforming classrooms into innovative learning environments. The four pillars of focus are:

- Student Success: By 2028, 100% of Boerne ISD students will engage in innovative learning experiences so they are college, career, and/or military ready.
- Customer Service: By 2028, 100% of Boerne ISD stakeholders will be a part of a culture of trust where they feel engaged and valued.
- Human Capital: By 2028, 100% of the Boerne ISD employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.
- Fiscal Responsibility: By 2028, Boerne ISD will maximize funding and efficiencies so our budget funds 100% of our identified needs.

See Appendix B for the Boerne ISD Strategic Plan 2023-2028 and the Boerne ISD Scorecard.

## Boerne ISD Current District Initiatives Alignment

BISD has identified three areas of professional learning concentration under the Student Success column. All professional learning for Student Success will be outlined in the following three areas: Instructional, Relational, and Leadership.

| Instructional | Relational | Leadership |
|---|---|---|
| • TEKS Resource System<br>• Fundamental 5<br>• AVID<br>• TEA Reading Academies<br>• Instructional Coaching<br>• PLCs<br>• MTSS Framework<br>  • Responsive Teaching<br>  • Branching Minds<br>• Center for Model Schools (CMS)<br>  • Rigor, relevance, and engagement<br>  • Collaborative Instructional Review<br>• Eduphoria! Aware<br>• Lead4ward<br>• Digital Learning | • Components of Whole Child<br>• Capturing Kids' Hearts (CKH)<br>• Relationship-centered Learning (RCL)<br>• MTSS Framework-Behavior and SEL<br>• Skill-based Social Emotional Skills<br>• Family Engagement | • Transformational Leadership<br>• Skyward<br>• Budget<br>• Investigations<br>• ALICE<br>• Eduphoria! Aware<br>• PLCs<br>• MTSS Framework<br>• Center for Model Schools (CMS)<br>  • Collaborative Instructional Rounds (CIR)<br>• Lead4ward<br>• PowerSchool Perform |

# Learning Designs for Results-Driven Professional Learning

## Instructional

All instructional professional learning will be focused on curriculum, instructional practices, assessment, and response to learning as guided by the fundamental questions of Professional Learning Communities (PLC) (DuFour et al., 2010).
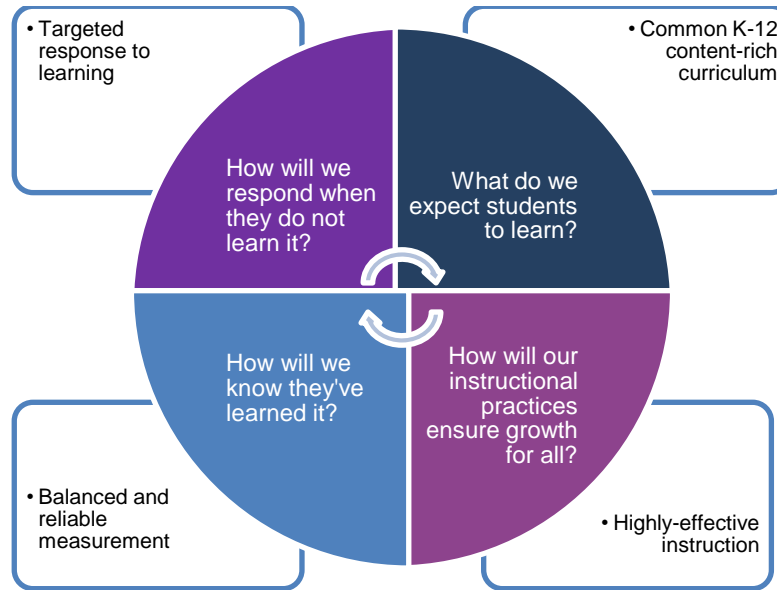


DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work.* Solution Tree Press.

## Relational

All relational professional learning will be focused on a whole child approach and tenets (ASCD, 2019) encompassing topics in behavior, social-emotional learning, and academics.
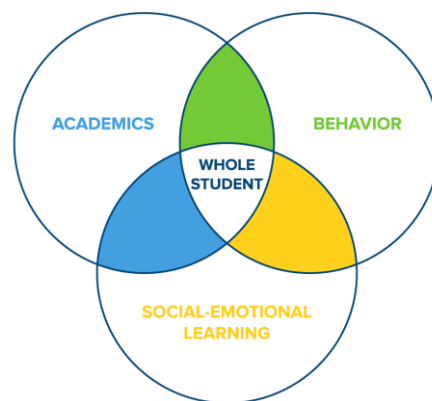


ASCD. (2019). ASCD whole child initiative. Retrieved February 10, 2020, from
http://www.ascd.org/whole-child.aspx

## Leadership

All leadership professional learning will be focused on the following topics: Customer Service, Budgeting, Administrative Processes, and Leadership Learning.

BISD administrators, including the superintendent, chief officers, campus principals, directors and coordinators, are expected to participate in high-quality professional learning that is relevant, based on an administrator's years of experience, and includes opportunities to attend local, state and national conferences.

Administrator professional learning will include:
- o Content driven by district data and principal feedback
- o Facilitated content by both district and out-of-district presenters
- o Job-embedded content to include webinars and other technology delivery methods

# Roles and Responsibilities for Professional Learning

All BISD employees are expected to model lifelong learning through participation and application of professional learning. Professional learning at the district level is determined by district initiatives along with state and federal guidelines. Campus/department professional learning is based on alignment with the district mission and goals, campus/department needs, and improving instructional/operational practices. Continuing Professional Education (CPE) is required of all Texas educators holding standard certificates.

## The Role of District Leadership

- Communicate and clarify the contents of the district's professional learning plan to all district employees.
- Review district/campus/staff/student data to determine specific district needs for professional learning.
- Develop and deliver professional learning sessions aligned to district goals on designated district professional learning days.
- Conduct participant surveys following each district professional learning session to determine effectiveness and future professional learning needs.
- Monitor and evaluate implementation of professional learning.
- Maintain the district professional learning management system, Strive.
    - Create approved, local professional learning sessions in Strive.
    - Grant or deny credit for local and out-of-district professional learning in Strive.
- Facilitate the Professional Learning Advisory Committee.
- Research and attend professional learning sessions outside the district to maintain knowledge of current best practices in instructional, relational, and leadership areas.

## The Role of Principals and Campus Leadership

- Review data to determine specific campus needs for professional learning.
- Create a campus professional learning plan in alignment with needs assessments.
- Develop and deliver approved professional learning sessions aligned to district and campus goals.
- Attend district professional learning sessions.
- Ensure employee participation in district/campus professional learning by monitoring registration in Strive prior to scheduled sessions and confirming attendance following the sessions.
- Collect specific feedback regarding campus professional learning so that future trainings can be designed to meet the needs of all employees.
- Monitor implementation of professional learning in classrooms and programs.
- Develop an individual professional learning plan annually as a part of T-PESS.
- Research and attend professional learning sessions outside the district to maintain knowledge of current best practices in effective leadership and general instructional delivery.

## The Role of Teachers and Other Professional Employees

- Develop an individual professional learning plan annually as a part of T-TESS or other appraisal system as determined by job placement for the following school year.
- Attend and actively participate in district and/or campus professional learning offered on designated professional learning days in the school calendar.
- Attend and actively participate in other professional learning sessions, as approved by principal or supervisor, which support the individual's professional learning plan.
- Register for scheduled district/campus professional learning in Strive prior to the date of the event.
- Provide specific session feedback.
- Implement professional learning in practice as it is applicable to employee's assignment.

## Professional Learning Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help maximize the productivity and effectiveness in a positive setting and ensure individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking. The following district norms have been established to guide our professional learning activities:
- Be present and attentive.
- Have a positive attitude.
- Be responsible and accountable for self.
- Fully engage in the learning through listening, discussing, and participating.
- Commit to utilize new learning to benefit the students and employees we serve.

## Absenteeism and Making Up Professional Learning Sessions

If the employee is unable to complete the entire learning or workshop, they must check with the sponsoring agency. In-depth and intensive training sessions often require participants to meet all attendance requirements to receive CPE credit.

In the event of an absence during a district-scheduled professional learning day, the employee must inform their principal/supervisor of the absence and reports it in the district's absence system in Skyward Finance.
- The district expects all employees who miss campus-based and/or district-based professional learning sessions to make up the sessions within a reasonable amount of time.
  - Campus-based professional learning sessions will be made up during an agreed upon time between the campus administrator and the employee within 10 days.
  - District-based professional learning will be made up during an agreed upon time between the district department offering the session(s) and the employee within 10 days of the initial offering.

After three recorded absences in Strive, an employee will be locked out of the Strive registration system. If this occurs, the employee must confer with their principal/supervisor to discuss the absences and remedy the employee's absence lockout status.

# Planning, Evaluation, and Monitoring Professional Learning

It is expected all supervisors actively support their employees in their professional growth activities through the collaborative learning of annual growth targets, the ongoing monitoring of performance, and annual appraisal. All professional learning sessions in BISD are required to follow a consistent process for planning and evaluation. These requirements are in place to ensure all professional learning is of the highest quality and has a lasting impact on employee performance and results in improved student achievement.

## Planning for Professional Learning

Of all the professional learning decisions made, none is more important than the linkage of efforts to district change. To justify time, energy, and money invested, professional learning activities offered in Boerne ISD are research-based, proven in practice, and relevant to district, campus, and department goals. Each participant will understand the learning outcomes and the relevance to other practices, strategies, policies, or procedures that are currently in use or will be in use.

Employing a backward design model, the Boerne ISD Professional Learning Plan includes a planning framework to guide all campuses and departments in planning quality professional learning for all employees. By utilizing the planning framework, a common language and planning sequence will be employed ensuring a standard process is in place. The process includes these concepts:
- Planning for professional learning will begin with the end goals for student achievement based on needs assessments.
- New practices or strategies are matched to the desired student achievement result. Careful consideration is given during the planning process for on-going support from district and campus personnel.
- Professional learning activities build on the knowledge base needed to ensure success with new learning.
- Design of professional learning activities match the best delivery approach with the intended audience and the new skills that will be a result of the learning activity.

## Needs Assessments for Planning Professional Learning

Assessment of professional learning needs across the district will include, at a minimum, the following informational feedback sources:
- District expectations for effective organizational leadership, instructional leadership, and teaching supporting adult learners in attainment of student learning success, and
- Identification of professional learning needs and offerings will be based on consideration of data aligned to:
  - District vision, mission, and strategic goals;
  - District and campus improvement plans;
    - A range of data sources providing information about student performance such as: universal screeners, local, state, and national assessment data;
  - Evaluative feedback on prior offerings;
  - Employee performance appraisals;
  - Information regarding innovation efforts and introduction of new expectations;
  - Legal and regulatory requirements; and
  - Collaborative instructional rounds through the instructional coaching model and the BISD Walk-Through Form.

## Professional Learning as a Component of Annual Teacher Appraisal

As a component of the Boerne ISD board approved teacher appraisal system, T-TESS, teachers are required to work closely with their supervisors to identify and plan annual professional learning targets aligned with the district mission and goals and focused on increasing student achievement. These professional learning targets are reviewed first and second semester as well as at the end of each school year. Teachers complete a self-assessment in PowerSchool Perform that is used in planning individual professional learning for the next school year.

- The professional learning plan may incorporate all forms of professional learning, not limited to traditionally provided courses offered by outside entities or to whole staff. Professional learning could include working within professional learning communities (PLCs), a department chair, or another teacher on practices identified as improvement goals. It could also include self-directed professional learning that seeks literature, online videos, or modules addressing practices that the teacher identified as improvement goals.
- Each campus annually conducts orientation sessions with information describing the appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on T-TESS, Professional Learning Plan, and other related data sources.

## Funding for Professional Learning

Various funding sources are available for planning and implementing professional learning in Boerne ISD. The most used sources include district funds, state compensatory funds, federal funds, Title allotments, various grants, community partnerships, fundraising, and campus budgets. During professional learning planning, funding sources are identified, and evaluation criteria are determined. All professional learning is monitored for ongoing support of and impact on student learning so that full utilization of funds allotted is realized.

## Approval Process for Campus/Department Professional Learning

All professional learning offered within BISD must be focused on and closely aligned with the district mission and goals. The Teaching and Learning Department supports the district, campuses/departments, and individual employees through the approval, tracking, and evaluation of all employees' professional learning.
Campuses or departments may hold professional learning beyond the scope of current district initiatives providing they submit a professional learning proposal for approval and adhere to the following procedures (see Appendix C):
- When a need is identified, a campus or department administrator, in consultation with the leadership team, should carefully review the district mission and goals to determine how addressing the identified need will support the district direction.
- Once the supporting mission and goals are identified, the administrator should gather all available data and develop a complete course description of the need.
- Utilizing research, the administrator should then explore potential options to address the identified need and develop a brief description of the professional learning session, including duration, number of employees involved, and the cost and identified funding source.
- The administrator will identify a minimum of two measurable, time-bound outcomes resulting from BISD employees participating in the professional learning session. These outcomes must be included in each course description.

- The administrator will explain how application of the new skill will be supported and monitored within each course description and indicate the session's alignment with district goals, district improvement plan goals, and campus improvement plan goals.
- The course description will be submitted to the supervising district leader for review via Eduphoria! Formspace. The course will not move through the approval process unless the required information is included in the description and the aligned goals are noted.
- If approved by the supervising district leader, the course description and goals will then be submitted to the Chief Instructional Officer via Eduphoria! Formspace for final review.

## Evaluation of Professional Learning

For BISD employees to receive credit for professional learning completed within the district, an evaluation survey of the professional learning session must be completed through Strive. The evaluation results of all professional learning sessions are used as a measure for ongoing improvement.

Professional Learning sessions, programs, and initiatives will also be evaluated by the following factors:
- Participants' reactions: The perceptions of the professional learning delivery and attitudes towards the professional learning initiative;
- Participants' learning: The knowledge of the professional learning content;
- Organizational support and change: Active advocating, leadership understanding, time for learning, effective communication of expectations for new learning, alignment with district goals, financial support for ongoing learning and effective atmosphere for learning;
- Participants use of the new knowledge and skills: Participant implementation of learning expectations;
- Students' learning outcomes: Student attitudes, engagement, effort, motivation, support and self-efficacy, improved student achievement; and
- Demonstrating capacity of learning: Coaching, instructional reviews, content coordinators and administrators communicate content expertise, common language, adapting implementation based on feedback, time devoted to deeper learning, facilitation of collaboration, support of the initiative and delivery of content to new participants.

## Monitoring Implementation of Teacher Professional Learning

All campus instructional leaders are expected to monitor the delivery of the curriculum and be able to determine the concepts or skills being taught, the context within which it is being taught, and the cognitive level at which students are expected to demonstrate their learning using collaborative instructional rounds. They are also expected to be able to determine if all the aspects observed match the district curriculum. Instructional leaders are also expected to conference with and provide feedback to teachers about their teaching through both reflective questions and dialogue to improve the delivery of the district curriculum.

The implementation and delivery of the curriculum is monitored by the campus and district level teams through a frequent walk-through process as well as formal observations. The campus principal is the instructional leader responsible for monitoring the implementation of the district curriculum. The classroom visitations will include quick "snapshots" of the daily implementation of the curriculum and instructional strategies.

## Tools for Monitoring the Taught Curriculum

The taught curriculum is to be monitored by the campus administrative team using any of the following tools:
- Analysis of student assessment data
- Observations of teachers
- Interviews and conferences with individual teachers and/or teams
- Meetings with district curriculum/instruction personnel
- Review of lesson plans and instructional units
- BISD Walk-Through Form

# Professional Learning Requirements

All BISD employees are expected to model lifelong learning through active participation in and application of professional learning. Professional learning at the district level is determined by district initiatives along with state and federal guidelines. Campus/department professional learning is based on alignment with the district mission and goals, campus/department needs, and on improving instructional/operational practices. All professional employees, including but not limited to principals, school counselors, librarians, educational diagnosticians, supervisors, coordinators, directors, or visiting teachers, shall participate in professional learning activities and shall be required to complete a minimum of 150 to 200 clock hours of professional growth every five calendar years as required by the Texas State Board for Education Certification (SBEC).

## Professional Learning Requirements for Teachers

As the largest group of employees in BISD, teachers play a critical role in the academic success of students. Because of this responsibility, specific professional learning requirements have been established to ensure the district maximizes resources to support teacher professional learning.
- All currently employed certified, degreed personnel will be required to attend all district and campus professional learning day sessions in their entirety.
- Approved CPE hours earned outside of the contract day may apply to designated Exchange Days.
- Based on teaching assignment, TEA, and district requirements, currently employed certified, degreed personnel will be required to complete specific professional learning hours as outlined in this plan and any necessary addendums to this plan (see Appendices A and D).

## Professional Learning Requirements for New-to-BISD Teachers and Novice Teachers

In addition to the general professional learning requirements for teachers, New-to-BISD teachers will receive at least 2 days of district-led orientation and training designed to provide the information needed to integrate into the district's culture and systems. In addition to onboarding provided by Human Resources, all new-to-BISD teachers will receive training in technology services, curriculum management, and content-based topics provided by the Teaching and Learning Department. Each new-to-BISD teacher will receive additional professional learning support from a campus-based mentor assigned by the campus principal. The mentor will provide 1:1, continuous guidance on district and campus protocols, policies, technology, procedures, and instructional practices.

In addition to the general professional learning requirements for teachers, teachers with less than two years' experience will participate in the "New Teacher Mentor Program." On-going collaborative, professional learning meetings will be required as part of the New Teacher Mentor program. In addition to district-level learning initiatives and annual compliance trainings, the district provides additional professional learning designed to support new teachers with less than two years' experience. This learning is delivered in a collaborative, experienced-based format to build on day-to-day classroom experiences and to provide research-based support through strategic and purposeful classroom management tools, strategies, tips, and techniques.

## Professional Learning for Paraprofessional and Auxiliary Employees

- Campus-based paraprofessional and auxiliary employees assigned to work with students will be required to attend all campus and district professional learning day sessions during the year based on their job responsibilities.
- Campus-based paraprofessional and auxiliary employees not assigned to work directly with students will be required to attend all professional learning day sessions during the year based on their job responsibilities.
- District-level paraprofessional and auxiliary employees will be required to attend all professional learning during the year based on their job responsibilities.
- Campus-based paraprofessional and auxiliary employees assigned to work with students may earn a maximum of three Exchange Days for attending approved professional learning outside the employee's contracted workdays. These Exchange Days may only be used on district professional learning days that are established as comp-eligible in the current district calendar.
  - Exchange Day: a day of approved professional learning attended outside the employee's contracted workday; may be used on a district professional learning day that is established as a "comp-eligible" day in the approved district calendar of the current school year.

## Professional Learning Requirements for other Certified Professionals, Administrators, and District Leadership

BISD leaders, whether at the district or campus level, are expected to model lifelong learning through active participation and application of professional learning in leadership. BISD will provide opportunities for all campus and district leaders to continue their learning through embedded job experiences and training offered through partners such as the Region 20 Service Center. The purpose of the leadership learning is to make leaders competent to function effectively and influence others to continuously improve instructional, cultural, and strategic operational practices that lead to student success.

## Professional Learning Requirements for Late-hire Employees

Employees hired after the general, contract report date will be required to attend onboarding, training, and information make-up sessions scheduled in partnership with the Human Resources and Teaching & Learning Departments. Sessions may include but are not limited to required face-to-face professional learning time, video tutorials, campus-based professional learning time, webinars, etc. Exchange Day eligibility will be determined on a case-by-case basis.

## State Board of Educator Certification (SBEC) Rules for Continuing Professional Education (CPE) Credits

The SBEC rules for CPE hours for renewal of certifications can be found here: Standard Certificate Renewal Requirements.

The following credit types will be utilized in Boerne ISD.

| | |
|---|---|
| <ul><li>CPE</li><li>CPE-outside the contract day</li><li>CPE-GT</li><li>CPE-GT outside the contract day</li></ul> | <ul><li>Tech Credit CPE</li><li>Tech Credit CPE-outside the contract day</li><li>Texas SBEC CPE</li></ul> |

# Acceptable CPE Activities

Acceptable professional learning activities eligible for CPE credit include attending workshops, conferences, and clinics conducted by TEA-approved providers face-to-face or online. Undergraduate and graduate coursework related to the employee's job assignment completed through an accredited institution of higher education is also acceptable.

- Faculty meetings focusing on policies, procedures, and the dissemination of information are not recorded as CPE.
- Educators are encouraged to travel and attend enrichment activities; however, educational trips – personal or school-related – **may not** be applied toward CPE credit hours.

## Undergraduate and Graduate Coursework

Undergraduate and graduate coursework applicable to the employee's job assignment through an accredited institution of higher education (IHE) will be awarded as 1 credit hour equivalent to 15 CPE clock hours (3 credit hour course = 45 CPE hours). Credit and credit type will be considered for approval with the submission of an official transcript. CPE credits will not be approved for any undergraduate and/or graduate coursework completed outside of the current school year cycle (May 27, 2024-May 24, 2025).

## Independent Study

Independent Study is an approved method to earn CPE hours. The State Board of Educator Certification (SBEC) limits Independent Study CPE to 20% of the required clock hours during a five-year renewal period:  30 hours for the Standard Classroom Teacher Certificate and 40 hours for Standard Principal, Counselor, Librarian, Diagnostician, and Reading Specialist Certificates

## Developing, Teaching, and Presenting CPE

Developing and presenting CPE activities for other educators is a valuable and effective form of professional learning. Boerne ISD encourages educators to participate in the Boerne ISD Presenter Academy. This type of CPE is not to exceed 10% of the total required CPE hours.

## Instructional Technology

Instructional technology integration refers to effectively using technology tools and resources in educational settings to enhance learning processes. It involves incorporating various forms of technology—such as computers, digital content, the internet, software applications, and mobile devices—into teaching and learning activities to improve student engagement, facilitate personalized learning, support skill development, and create more dynamic, interactive, and effective educational experiences.

The goal of instructional technology integration is not simply to use technology for its own sake but to integrate it in a way that transforms and enriches the learning environment. This can include using technology to provide students with access to information, to facilitate collaboration and communication, to support the development of critical thinking and problem-solving skills, and to enable innovative teaching practices that cater to diverse learning styles and needs. Employees should seek to utilize the Boerne ISD Transformation Rubric to support lesson creation, delivery, and evaluation of purposeful technology integration.

Professional learning sessions qualifying for "Tech Credit CPE" and/or "Tech Credit CPE-outside the contract day" must incorporate instructional technology to enhance, extend, and enrich the learning process. Employees should seek to enhance their expertise in integrating instructional technology and should not repeat professional learning sessions in instructional technology topics for which they have already earned credit. Employee CPE requests for "Tech Credit CPE" and/or "Tech Credit CPE-outside the contract day" will be reviewed by the Digital Learning Coordinator to determine if the request meets the district's minimum qualifications for credit in this category.

## Exchange Days

Each year certain employees may earn up to 3 days of compensatory time through the completion of approved professional learning outside of their regular contract time. These days may be used during the Exchange Days designated on the BISD school calendar. Each calendar year, district leadership along with the Professional Learning Advisory Committee shall determine the specific requirements for Exchange Days (See Appendix F). Paraprofessional and auxiliary employees fall under different guidelines available through BISD Human Resources or their supervisor.

**Who is eligible?**
Exchange Days are required of all professional employees on a 187-207-day work contract. This includes Teachers, Instructional Coaches, Interventionists, Librarians, Counselors, Specialists, Therapeutic/Evaluation Staff, ARD Facilitators, and Nurses.

**What constitutes approved professional learning for Exchange Days?**
- Professional learning must be delivered by a TEA-approved provider and CPE credits must be requested by the designated deadlines.

**When must professional learning eligible for Exchange Days occur?**
- Professional learning must occur outside of the regular academic calendar or contracted workday.

**How do I submit my professional learning hours for Exchange Days?**
- Eligible employees are required to enter professional learning hours no later than 10 business days prior to the use of the Exchange Days in Strive.

**How do I keep track of my Professional Learning Portfolio?**
- In Strive, you can see a running list of all professional learning credits you have earned.

**What if I do not have any professional learning hours that apply?**
- Employees who do not meet the requirements or are not eligible for Exchange Days will be required to use personal leave or request dock pay for the absence.

**What if I was a late hire?**
- A late-hire employee's eligibility will be determined by the campus principal or employee's immediate supervisor for non-instructional positions on a case-by-case basis.

# Documentation of Professional Learning

All BISD employees are expected to register in the professional learning management system (Strive) for every district-led professional learning session they attend.
- BISD employees should regularly check their BISD portfolio summary in Strive.
- Registration should be completed at least two days prior to the session.
- It is the responsibility of the employee to sign in at every professional learning session and to attend the entire session to receive credit. Any employee who does not sign in and stay for the entire session will be reported to their supervisor as being absent.
- Documentation of and credit requests for professional learning attended outside the district is the responsibility of the individual employee.

**IMPORTANT:** Each employee is strongly encouraged to keep a personal file of previous years' certificates not in Strive as evidence of completion in the event of an SBEC audit. Prior to departure from BISD, each employee is responsible for printing a copy of their Strive portfolio and all applicable certificates.

# Approval of CPE Credits

In-district professional learning courses:
- Register for the course in Strive.
- Sign the attendance roster when checking in to attend the course.
- Complete the course survey within 48 hours of the course completion.
- Credit will be granted by the Teaching and Learning Department or the course facilitator.

Out-of-district professional learning offerings:
- Obtain approval from campus principal or supervisor to attend the course.
  - The course provider must be a TEA-approved provider and provide written documentation of the participant's attendance indicating:
    - CPE provider's name and provider number (CPE provider number for school districts, charters, private schools, and institutions of higher education is their assigned County/district number);
    - Employee's name;
    - Date and content of the activity;
    - Number of clock hours that count toward satisfying CPE requirements; and
    - Authorizing signature
- Complete all requirements for attendance of the course.
- Submit a request for credit by adding a new portfolio entry in Strive (see Appendix D).
- Credit will be reviewed by the Teaching and Learning Department to determine eligibility for approval of credit.
  - Credit will not be approved for courses taken prior to the current school year.
  - 

College coursework:
- Submit a request for credit by adding a new portfolio entry in Strive (see Appendix D) including a copy of the employee's official grade report or transcript.
- Credit will be reviewed by the Teaching and Learning Department to determine eligibility for approval. Credit will not be approved for courses taken prior to the current school year (before May 25, 2024).

## Annual Compliance Trainings

All employees will access the state-mandated trainings online through the TalentED Records system at the beginning of the school year with training completion deadlines set by Human Resources department. Annual compliance trainings do not qualify for Exchange Day credit.

BISD employees are required to participate annually in statutory professional learning training for all employees. The following list reflects mandatory compliance training. All mandatory trainings can be found at the link: A Guide to Statutory Professional Learning & Training For Texas Public School Employees.

BISD Annual Compliance List includes but is not limited to:
- Bloodborne Pathogens in Schools
- Child Sexual Abuse: 5 Steps to Protecting our Children
- Child Abuse: Reporting Requirements for Educators
- Cybersecurity Training
- Employee Handbook Acknowledgement
- Family Educational Privacy Rights (FERPA)
- Food Allergy Awareness for Schools/Use of EpiPen
- Freedom for Discrimination, Harassment and Retaliation
- Public Access to Information Option
- Safety Alerts and Protocols
- Suicide Prevention
- Teen Dating Violence
- Technology/Internet Usage Agreement

## Professional Learning for Serving Emergent Bilingual Learners

BISD teachers and administrators are trained annually in planning for and providing instruction to support the language and academic needs of our Emergent Bilingual (EB) students. Teachers are trained to understand, effectively plan, and implement Sheltered Instruction strategies to integrate the English Language Proficiency Standards (ELPS) seamlessly alongside content area TEKS. All teachers are trained on the Texas English Language Proficiency Assessment System (TELPAS). Teachers may be trained in the Language Proficiency Assessment Committee (LPAC) framework if asked to serve on an LPAC.

## Professional Learning for Serving Students with Dyslexia

All teachers are required to complete annual TEA Dyslexia training. The training will be provided at each campus by the assigned dyslexia specialist/teacher. Additional updates are provided at the campus level by dyslexia specialists.

## Professional Learning for Serving Gifted and Talented Students

As specified in 19 TAC §89.2 Professional Learning, each school district must ensure the following:
- Prior to assignment in the program, a teacher who provides instruction and services as a part of the program for gifted students must have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
- A teacher without the above required training who provides instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement by the end of the fall semester.
- A teacher who provides instruction and services that are a part of the program for gifted students must complete annually a minimum of six hours of professional learning in gifted education. The annual update must be completed by the end of the fall semester.
- Administrators and counselors who have authority for program decisions must complete a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options.

As a member of the ESC 20 Co-Op for Gifted and Talented Services, BISD teachers may attend workshops for free or reduced rates. ESC 20 provides the 30-hour hour foundation training each summer at no cost. Additionally, teachers may opt to complete the required annual 6-hour update via TAGT Online Training.

- Twelve hours of The College Board's PreAP/AP Summer Institutes may substitute for the curriculum and instruction requirements. The College Board PreAP/AP Institutes do not fulfill the nature and needs or assessing student needs components. Per available funding and eligibility, the district may pay for initial College Board PreAP/AP Summer Institute registration for teachers assigned to Honors and AP courses.

## Professional Learning for Special Education Services

All teachers and campus administration will complete a special education/Section 504 annual compliance training and accommodations/modifications training.

Crisis Intervention Prevention (CPI) training focuses on prevention and offers proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. Upon completion of the initial 6-hour CPI training, designated faculty must attend an annual three-hour CPI refresher session. CPI is an annual certification.

CPI is required for:
- o All Special Education teachers and teaching assistants assigned to Behavior, Life Skills, and ECSE classrooms, including 1:1 staff/student assignment;
- o Campus Crisis Team, which minimally must include an administrator, SPED teacher, and GE staff member; and,
- o Any other faculty/staff designated by the principal.

# Long-Term District Professional Learning Initiatives

Boerne ISD supports long-term professional learning initiatives providing sessions on reflective leadership and coaching and using data to make decisions regarding teaching and learning.

## Current Long-Term District Professional Learning Initiative Roll-out Continuum

| Program/Resources | Year One | Year Two | Year Three and Beyond |
|---|---|---|---|
| **Universal Tier 1 Instructional Design (Use of TEKS Resource System and MTSS Framework)** | Training by TEKS R/S and district employees of core content area teachers and all campus administrators for overview and initial implementation for core content areas. | Training refreshers and ongoing monitoring of curriculum implementation. Formative review of implementation at the end of year two. | Ongoing evaluation of the use of the program for curriculum management. Inclusion of MTSS Framework to ensure Universal Tier 1 Instructional Design meets students' needs. Ongoing professional learning dedicated to instructional design to support the needs of all learners. |
| **Whole Child** | Summer training for all campus implementation teams. Introduction to Your Future, Your Choice whole child initiative for all employees provided by campus implementation teams. Quarterly training by campus implementation teams on the skill of the quarter. Training for Campus Leadership on Safety and Wellness Advisory Teams. | New to the district employees trained on whole child initiative. Quarterly training by campus implementation teams on cycle 2 SEL skills and Safety and Wellness Advisory Teams. Training for campus leadership on action-based learning and restorative discipline practices. | New to the district employees trained on whole child initiative. Quarterly training by campus implementation teams on cycle 1 SEL skills, Action Based Learning, and restorative practices. |
| **Leadership Coaching Center for Model Schools (CMS)** | Introduction to Rigor/Relevance framework model for campus leadership teams. | Additional employees trained and coaching model expanded. | Full implementation. All employees trained and participating in the coaching model. |
| **Professional Learning Communities (PLC)/Instructional Coaching** | Introduction to PLC and Instructional Coach process for all campuses. Instructional Coaches implemented at elementary campuses. | New to the district employees trained on PLC and IC program. Quarterly training by campus implementation teams. Continual training for campus leadership teams. Added Instructional Coaches at Middle School Campuses. | New to the district employees trained on PLC and IC program. Quarterly training by campus implementation teams. Continual training for campus leadership teams. Added Instructional Coaches at High School Campuses. Added Emergent Bilingual Coaches. Aspiring Instructional Coach program added. |
| **AVID** | Introduction to AVID through AVID Summer Institute for Middle School Site Teams. All middle school teachers participated in campus- and district-lead professional learning to implement AVID strategies within CCR electives and core content courses. | Additional staff trained through AVID Summer Institute. Ongoing campus-led professional learning through PLCs. Continuation of inclusion of AVID strategies within CCR electives and core content courses. | Introduction of AVID programing to high school teachers through AVID Summer Institute. Implementation of AVID strategies through P-TECH cohorts and core content courses. On-going training for middle school through high school teachers through campus- and district-led PLCs. |

## Boerne ISD Professional Learning Communities

Boerne ISD believes Professional Learning Communities (PLC) embody high-quality, job-embedded professional learning and are a highly effective practice to ensure academic growth for all students. Boerne ISD established Professional Learning Communities (PLCs) into the work schedule for all teachers during the 2020-2021 school year. The purpose of PLC is to encourage professional learning, collaboration, and the collection and analysis of student data to improve instructional practices to maximize student achievement. Boerne ISD will incorporate three types of PLC:

**Teacher PLCs:** Comprised of teams of teachers, typically organized by grade-level or content area, led by teacher leaders/administrators, and focused on grade- or subject-level student needs.

**Campus PLCs:** Comprised of teacher leaders, led by principals, and focused on campus-level student needs.

**District PLCs:** Comprised of campus and district leaders, led by district leadership, and focused on district-level system needs.

## Boerne ISD Instructional Coaching Program

The BISD Instructional Coaching Program is designed to maximize student achievement by improving overall teacher efficacy. Instructional Coaches in BISD are campus-based personnel and liaisons between district staff and campus instructional staff. The role of the instructional coach is to support teachers by developing educational partnerships that empower teachers. Through the facilitation of job-embedded, transformative, and personalized professional learning, the instructional coach strives to help teachers positively impact student success. The scope of the instructional coach's work includes engaging in coaching cycles with teachers to include goal setting, data collection, and reflective analysis as well as planning and facilitating larger-group learning events such as Professional Learning Communities. Instructional coaches are peer coaches, intentionally kept separate from the evaluation process to ensure that teachers engaging in coaching cycles can truly focus on improvement. The foundation of the program is built on the work of Jim Knight, author of *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching* (2018)

## Boerne ISD Aspiring Instructional Coach Academy

As an extension of the BISD Instructional Coaching Program, the BISD Aspiring Instructional Coach Academy offers a yearly cohort of educator experiential opportunities to learn more about the skills needed to become an instructional coach in Boerne ISD. Admission to the cohort is through an application process that includes a formal recommendation from the applicant's campus principal.

## Boerne ISD Presenter Academy

The BISD Presenter Academy is designed to create a culture of collaboration by providing BISD employees with the support they need to design and facilitate professional learning for adults. Participants will demonstrate an understanding of how teaching adults, andragogy, differs from teaching children and will be expected to apply this knowledge through the design and delivery of a professional learning session in their area of expertise.

## Boerne ISD Mentor Program

Boerne ISD's Mentor Program provides new teachers with ongoing, individualized support for teachers new to the profession. The BISD Mentor Program is committed to developing and retaining high-quality teachers through empowering, job-embedded professional learning experiences designed to grow instructional practice. Teachers hired today are the teachers for the next generation—their success will determine the success of an entire generation of students. Their success can be further ensured by providing a comprehensive, coherent professional learning and induction program. BISD believes that effective mentoring programs go beyond one-on-one support by fostering collaboration among other educators within the program to create a professional learning environment.

There are three levels of mentee experiences:
- Teachers new to the profession (0-year teachers) will gain valuable insight throughout their first year. This mentee-mentor partnership is designed to last 2 years.
- Teachers with at least 1 year of classroom experience will
- Teachers who are new to the district, but have more than 2 years of classroom experience, will receive mentor support at the campus level from their department or grade-level chairpersons, the campus technology coordinator, campus instructional coach, and content coordinators.

Campus-based New Teacher Mentors, selected by campus principals, attend New Teacher Mentor Training to provide the BISD Mentor Program framework and timeline for support. Ongoing professional learning on best practices for being a Mentor are provided throughout the year.

## Boerne ISD Elevate Program

The BISD Elevate Program is designed to offer BISD educational aides who have been employed with the district for at least one year a pathway to become a certified teacher. Through a partnership with Indiana Wesleyan University (IWU), Teachworthy, and Capturing Kids' Hearts, candidates complete an integrated continuing professional education program to concurrently complete a bachelor's degree and Texas teacher certification. Elevate candidates receive support through all stages of the program, including support from a dedicated BISD Elevate Mentor.

## Professional Learning for Guest Teachers

In addition to Guest Teacher on-boarding (BISD email accounts, Google products, SMART, Chromebooks, safety/security, and classroom management), Boerne ISD offers select professional learning opportunities to Guest Teachers who are Texas-certified teachers. Beginning with the 2024-2025 school year, the BISD Teaching and Learning Department will share the list of sessions available to eligible Guest Teachers with the Human Resources Department who will then communicate these opportunities to Guest Teachers.

## Appendix A

## Professional Learning Continuum by Topic/Content Area

| Learning Continuum | New-to-assignment and Beginning<br>New to assignment or requiring foundational training due to implementation of a new program | Developing<br>Employee has gained specific experience and possesses deepening skills | Meeting<br>Employee has gained a deeper level of experience and possess specific skills | Expert<br>Employee has gained the highest level of experience, possesses specific skills, and is viewed as a leader in a particular field |
|---|---|---|---|---|
| Annual Compliance Training | Employee Handbook | | | |
| | BISD Annual Compliance List includes but is not limited to:<br>• Bloodborne Pathogens in Schools<br>• Child Sexual Abuse: 5 Steps to Protecting our Children<br>• Child Abuse: Reporting Requirements for Educators<br>• Cybersecurity Training<br>• Family Educational Privacy Rights (FERPA)<br>• Food Allergy Awareness for Schools/Use of EpiPen<br>• Freedom for Discrimination, Harassment and Retaliation<br>• Public Access to Information Option<br>• Safety Alerts and Protocols<br>• Seizure Care<br>• Suicide Prevention<br>• Teen Dating Violence<br>• Technology/Internet Usage Agreement | | | |
| District Initiative Courses (All instructional and instructional support staff) | • Whole Child<br>• CMS<br>• TEKS R/S Curriculum Management<br>• AVID (Middle School)<br>• MTSS Framework<br>Teachers new to the district will receive training on district initiatives. | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| Skyward | Navigation of Skyward Gradebook:<br>taking attendance, building seating charts, creating assignments, entering grades, grade book settings, and accessing student profiles. | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |

| | | | | |
|---|---|---|---|---|
| Eduphoria! Aware | Using Eduphoria! Aware for assessment administration and student data analysis | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| Eduphoria! Strive | Professional learning management<br>Evaluation management | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| Google Suite for Education | Navigation and use of Google Drive and Google Shared Drives, Google Apps, and Google Classroom | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| Digital Learning-Instructional Technology | Understand the role of instructional technology in teaching and learning through purposeful integration. Learn to apply the Boerne ISD Digital Transformation Rubric effectively while creating, delivering, and evaluating lessons, grasping concepts illustrated within current instructional technology integration models like TIM and SAMR. Learn the procedures for obtaining and utilizing the resources and assistance provided by Digital Learning Specialists. Complete training related to use of SMARTboards. | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| T-TESS (Campus-based) | Culture of continuous improvement<br>Rubric Training<br>Professional Goal Setting<br>Student Growth Goal Setting<br>Formative Evaluation<br>Summative Evaluation | Annual update | Annual update | Annual update |
| Multi-Tiered Systems of Support (MTSS) | Overview of MTSS framework<br>Branching Minds platform use<br>Annual testing accommodations training<br>District procedures and programs for interventions | Annual update | Annual update | Annual update |
| Emergent Bilingual (EB) | Dual language framework<br>ELPS<br>Resources<br>Bi-literacy expectations | Annual update | Annual update | Annual update |

| | ESSA/Title III expectations<br>EB/EP assessments and checkpoints<br>Data | | | |
|---|---|---|---|---|
| [Bilingual/Dual Language/Spanish Immersion](#) | Dual language framework<br>ELPS<br>Resources<br>Bi-literacy expectations<br>ESSA/Title III expectations<br>EB/EP assessments and checkpoints<br>Data | Annual update | Annual update | Annual update |
| [Special Education/504](#) | All Special Education teachers receive Empower platform training for annual update and Evaluation to placement of services training<br>Behavior and Inclusion/Resource teachers attend Inclusive Practice training<br>ECSE, Behavior, and Life Skills teachers and teaching assistants attend Crisis Prevention Institute (CPI) annually<br>Life Skills Teachers and Teaching Assistants attend SHARS/Medicaid Billing and district program curriculum training. | Annual update | Annual update | Annual update |
| [Dyslexia](#) | Campus-based training | Annual update | Annual update | Annual update |
| [Gifted and Talented](#) | 30 hours of professional learning including the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. | 6-hour annual update | 6-hour annual update | 6-hour annual update |
| [TEA Reading Academies](#) | K-3rd grade classroom teachers, principals, and other identified employees will successfully complete reading academies.<br>Note: Selected cohorts will complete professional learning in three-year plan rollout. | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |

| | | |
|---|---|---|
| AVID | Introduction to AVID through AVID Summer Institute for site teams.  All other secondary teachers will participate in campus and district lead professional learning. On-going campus lead professional learning during PLC, team meetings etc. | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| English Language Arts (Elementary) | TEKS Resource System Instructional Materials The T&L Hub-Elementary ELAR Site and Shared Drive | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| English Language Arts (Secondary) | TEKS Resource System Instructional Materials The T&L Hub-Secondary ELAR Site and Shared Drive Foundations of Adolescent Literacy Instructional materials use and selection guidelines | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Math (Elementary) | TEKS Resource System Instructional Materials The T&L Hub-PK-12 Math Site and Shared Drives | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Math (Secondary) | TEKS Resource System Instructional Materials The T&L Hub-PK-12 Math Site and Shared Drives TI Nspire & Navigator System Training for Grade 8 and up | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Science (Elementary) | TEKS Resource System Instructional Materials The T&L Hub Elementary Science Site and Shared Drive TEA Science Safety Training for Elementary School through Texas Gateway | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Science (Secondary) | TEKS Resource System Instructional Materials The T&L Hub Secondary Science Site and Shared Drive TEA Science Safety Training for Middle and High School (Texas Gateway) | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Social Studies (Elementary) | TEKS Resource System Instructional Materials | Offerings will be based on district goals, identified needs, evaluation of current |

| | The T&L Hub-Elementary Social Studies Site and Shared Drive | professional learning offerings and program evaluation outcomes. |
|---|---|---|
| Social Studies (Secondary) | TEKS Resource System Instructional Materials Aware Online Testing The T&L Hub-Secondary Social Studies Site and Shared Drive | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Fine Arts | Instructional materials The T&L Hub-Fine Arts Fine Arts district handbook TRS Fine Arts collected materials in shared drive Safety Training Program (UIL Safety) | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Languages Other Than English (LOTE) | Instructional Materials The T&L Hub-LOTE Site and Shared Drive | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Career and Technical Education | Classroom extension structures and theories: practicum, internships, and CTSOs; Alignment of student credentials to curriculum; Assessment of CTE Programs; Inclusion and Equity standards; Community partnerships; BISD CTE Strategic Plan; BISD CTE Handbook; Transportation procedures; CTE programming; and Common CTE Language | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Physical Education, Health, and Coaching | Pre-school-year orientation Coaching core curriculum PE/Health curriculum materials Safety Training Program (UIL Safety) | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |
| Early Child Education | PK and program guidelines Instructional materials Instructional strategies and routines 30 hours of ECE-specific professional learning with 15 of the 30 hours to include experiential learning in a mentor/coaching relationship | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. |

| | | | | |
|---|---|---|---|---|
| | until 150 hours are documented. | | | |
| Library Media Services | Online resources and databases. Discovery Education Collaboration services for instruction | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| Assessment | Annual test administration training for state and national assessments. All Teachers annual campus STAAR training on test security, policies and procedures and campus specific testing plans. Additional Test Security for the Texas Assessment Program training module completed from TEA. | Annual update | Annual update | Annual update |
| Teachers-New-to-District with Fewer than 2 Years' Experience | Teaching & Learning New Hire Onboarding/Orientation; District-based New Teacher Mentor Program; Campus-based New Teacher Mentor Program: Offerings for New-to-the profession teachers will include differentiated professional learning in topics such as: instructional design and delivery, classroom management, working with parents, MTSS Framework, supporting EB, 504, SpEd, and G/T students. | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |
| Teachers New-to-District with 2 or More Years' Experience | Teaching & Learning New Hire Onboarding/Orientation; Campus-based Mentor Program | Offerings will be based on district goals, identified needs, evaluation of current professional learning offerings and program evaluation outcomes. | | |

## Appendix B

## Boerne ISD Strategic Plan 2023-2028 and Professional Learning Alignment

### Boerne ISD Strategic Plan 2023-2028

**Vision Statement:**

Our community will **engage** students and adults in a challenging educational environment that **inspires** creativity and **enriches** lives for today's realities and tomorrow's possibilities.

*Engage. Inspire. Enrich.*

**Mission of BISD:**

The Boerne Independent School District **engages**, **inspires**, and **enriches** our community through innovative learning experiences.
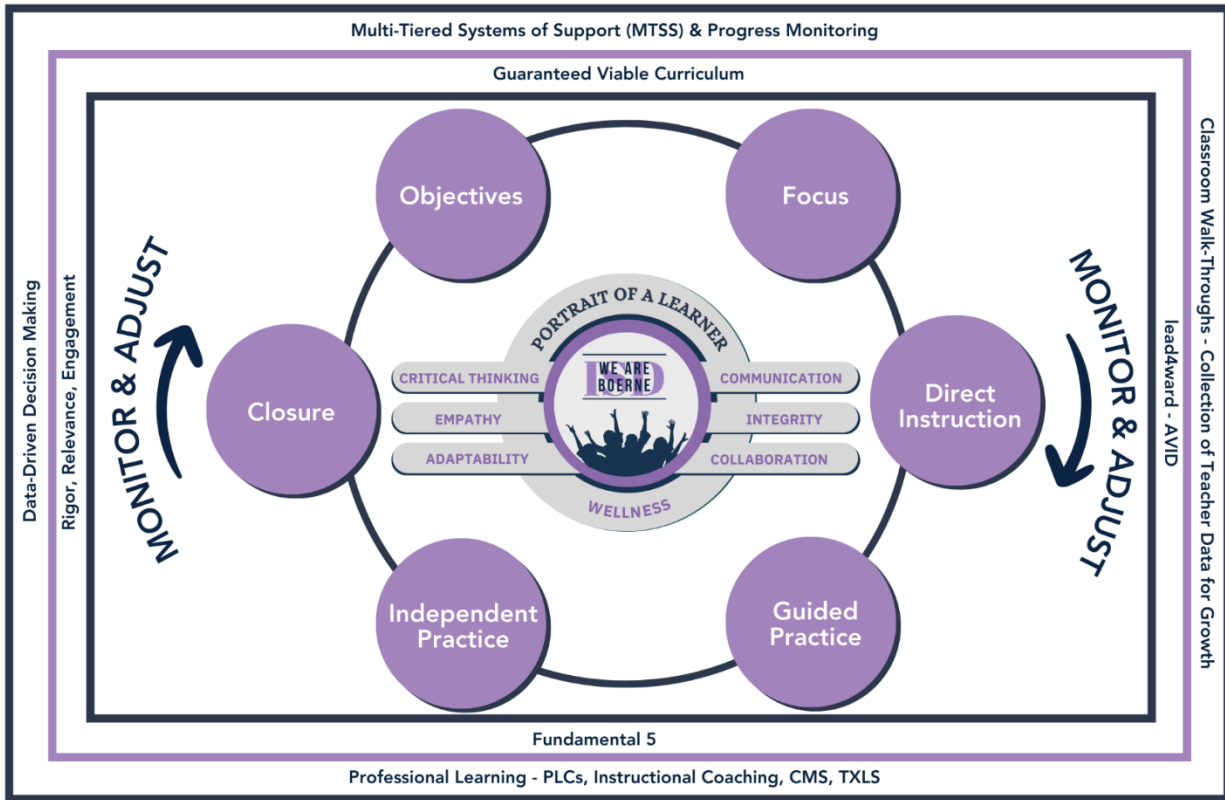
| BISD BELIEVES | Goals | Strategies | Action Plans | Progress | | | | |
|---|---|---|---|---|---|---|---|---|
| • All students have talents and gifts and deserve the highest quality education.<br><br>• All students should have opportunities to achieve high levels of success.<br><br>• Children matter to the community and should experience a sense of belonging.<br><br>• Children grow best with family and community nurturing.<br><br>• All students must be post-high school ready to enter the workforce and/or higher education.<br><br>• In educating the whole child by addressing not only academics but social/emotional needs<br><br>• Education is a partnership involving students, families, community, and the district.<br><br>• In fostering an atmosphere of open communication<br><br>• In a culture of collaboration and respect of all stakeholders<br><br>• In the importance of community partnerships<br><br>• Our staff is student-centered and dedicated to excellence.<br><br>• Continuous development of staff is essential to student success.<br><br>• In attracting and retaining the highest quality staff<br><br>• In being good stewards of the taxpayers' dollars<br><br>• In providing safe and secure schools for students and staff3.6 | **Student Success**<br>By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready. | 1 - Enhance the district-wide system for rigorous and relevant instruction to ensure all students are college, career, and/or military ready. | 1.1 - Ensure equitable access to rigorous relevant instruction. | | | | | |
| | | | 1.2 - Review and refine current MTSS protocols, including staffing needs. | | | | | |
| | | | 1.3 - Revise the Professional Learning Plan to continually incorporate rigorous and relevant instruction. | | | | | |
| | | | 1.4 - Align high-quality instructional materials and assessments to standards for English language arts, languages other than English, Math, Science, and Social Studies. | | | | | |
| | | | 1.5 - Update high-quality instructional materials and assessments for all career-technical education opportunities. | | | | | |
| | | | 1.6 - Create tools to support advising students for advanced academic courses. | | | | | |
| | **Customer Service**<br>By 2028, 100% of Boerne I.S.D. stakeholders will be a part of a culture of trust where they feel engaged and valued | 2 - Enhance the district-wide system which enriches the relationships and collaboration among all stakeholders to inspire trust. | 2.1 - Define customer service roles for all stakeholders. | | | | | |
| | | | 2.2 - Implement plans to engage all stakeholders in customer service initiatives. | | | | | |
| | | | 2.3 - Finalize guidelines and structure for Boerne I.S.D. Customer Service Guidelines document. | | | | | |
| | | | 2.4 - Create a Customer Service Flowchart and FAQ in English and Spanish. | | | | | |
| | | | 2.5 - Create a marketing initiative for the Customer Service Flowchart, FAQ, and rollout staff training. | | | | | |
| | | | 2.6 - Create systems for welcoming new students and families, including emerging bilingual families. | | | | | |
| | **Human Capital**<br>By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth. | 3 - Create a district-wide system to maximize quality staffing, professional learning, and growth. | 3.1 -Develop and implement Career Pathways to promote longevity in assignment and employment | | | | | |
| | | | 3.2 Redesign the Boerne I.S.D. Mentor Program | | | | | |
| | | | 3.3 Update the Boerne I.S.D. recruitment and retention plan. | | | | | |
| | | | 3.4 Develop a marketing plan for the menu of services offered by the Human Resources Department. | | | | | |
| | **Fiscal Responsibility**<br>By 2028, Boerne I.S.D. will maximize funding and efficiencies so our budget funds 100% of our identified needs. | 4 - By 2028, Boerne I.S.D. will maximize funding and efficiencies so our budget funds 100% of our identified needs. | 4.1 - Write and communicate Capital Replacement Standards and expectations. | | | | | |
| | | | 4.2 - Create a capital asset replacement shared drive. | | | | | |
| | | | 4.3 - Create needs assessment template and gather campus and department data. | | | | | |
| | | | 4.4 - Review and prioritize district needs. | | | | | |
| | | 5 - Refine the district-wide system to review and evaluate programs and processes to prevent overlap and promote efficiency, efficacy, and fiscal responsibility. | 5.1 - Establish a timeline for annual audit review of programs and establish owners for all programs used in the district. | | | | | |
| | | | 5.2 - Review equity and standardization across the district and create a district-wide inventory tool. | | | | | |
| | | | 5.3 - Analyze effectiveness; identify redundancies and low usage programs. | | | | | |
| | | | 5.4 - Recommend programs for elimination and development. | | | | | |

*as of June 2023*

**District Professional Learning Initiatives Alignment**

# Boerne ISD Instructional Initiatives & Daily Instructional Planning



Multi-Tiered Systems of Support (MTSS) & Progress Monitoring

Guaranteed Viable Curriculum

Objectives

Focus

MONITOR & ADJUST

MONITOR & ADJUST

Closure

PORTRAIT OF A LEARNER

WE ARE BOERNE

CRITICAL THINKING    COMMUNICATION

EMPATHY    INTEGRITY

ADAPTABILITY    COLLABORATION

WELLNESS

Direct Instruction

Data-Driven Decision Making

Rigor, Relevance, Engagement

Classroom Walk-Throughs - Collection of Teacher Data for Growth

lead4ward - AVID

Independent Practice

Guided Practice

Fundamental 5

Professional Learning - PLCs, Instructional Coaching, CMS, TXLS

WE ARE BOERNE ISD

**Curriculum, Instruction, & Assessment Map**

# Appendix C

## Campus-based Administrator Professional Learning Workshop Formspace Request

Log into Eduphoria! and select Formspace.
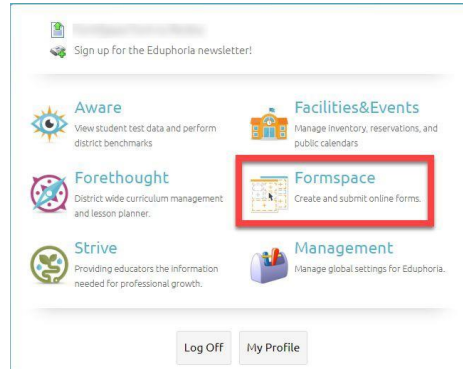


Select Submit New Form.
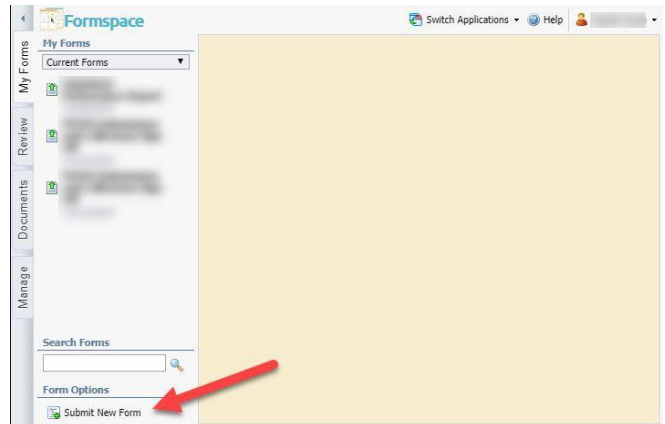


Choose Teaching & Learning from the Category Menu.
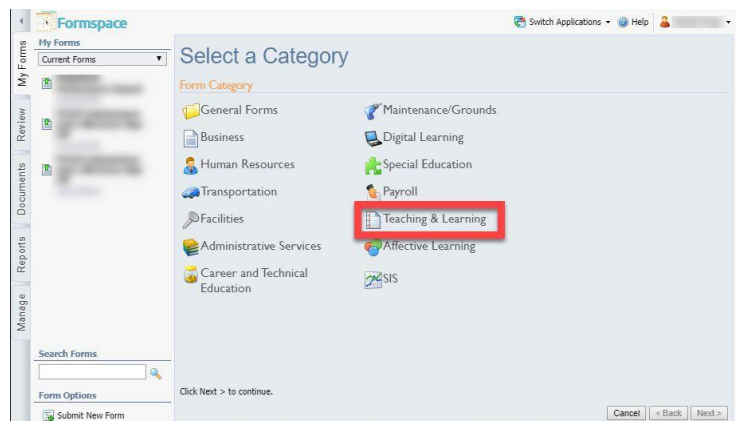
Select the Professional Development Form.
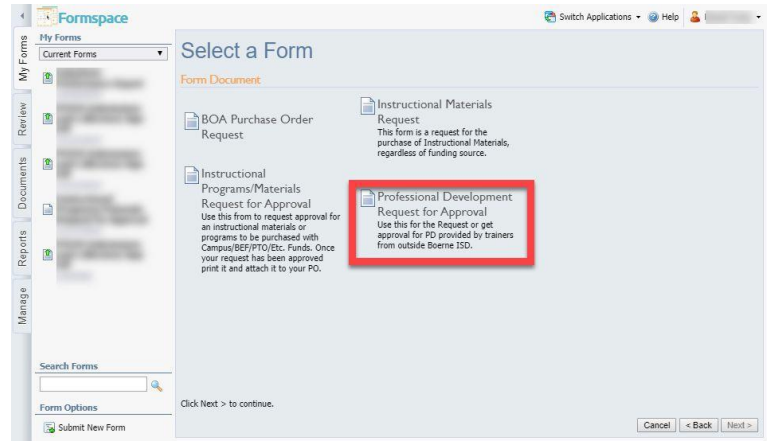


Complete the form and click Submit Form either from the menu at the top or the button on the bottom of the form.
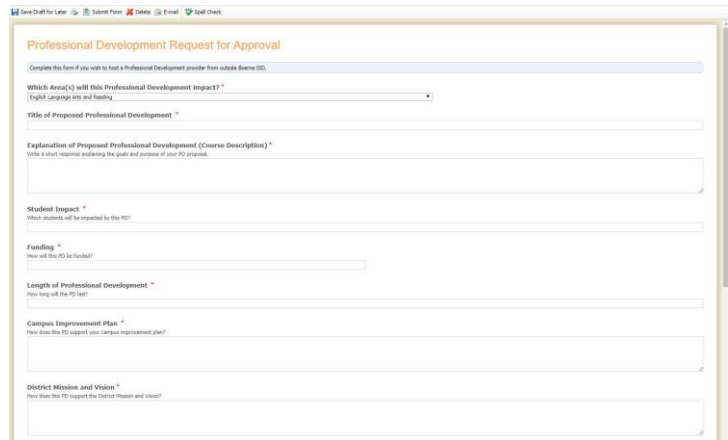


The workflow will send the form to Teaching and Learning where it will be routed to the appropriate content coordinator. Once the content coordinator has approved the professional learning workshop it will be routed to the Chief Instructional Officer for final approval. The form will then be returned to the campus administrator. The administrator will receive notifications from Eduphoria! during each step of the process.
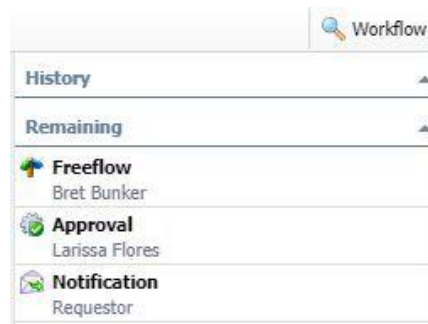


After receiving final approval, print the form and attach it to the purchase order for the professional learning workshop.

# Appendix D

## Requesting External Credit in Strive

When attending professional learning outside of the district through conferences, ESC service center workshops or college courses, the employee should add these items to their Strive portfolio for an accurate professional learning record. Prior to attending professional learning sessions outside of the district, employees should seek to verify with their supervisors, directors, or content coordinators that the course is delivered by a TEA-approved provider.

Many district staff participate in professional learning opportunities outside of what may be offered by the district. Outside learning opportunities can be tracked as professional learning credits in **Strive Portfolios**.

**Quick Guide:**
1. Select **My Professional Learning** from the navigation panel.
2. Select the **Portfolio** tab.
3. Select **My Portfolio** to view your professional learning portfolio.
4. Select **Add New Portfolio Entry** to begin the wizard.
5. Select the option for the type of portfolio entry you want, then select **Next**.
6. Enter the workshop details, including **Title**, **Description**, **Start Date**, and **End Date** with **Times**, then select **Next**.
7. Enter the number of **Credit Hours** under the **Credit Types**. You can enter hours in more than one credit type, then select **Next**.
8. Open the containers for the frameworks to select specific **Dimensions**. Use the checkboxes to select as many dimensions as needed, then select **Next**.
9. If you have any files to upload to verify your attendance, such as a certificate or reflection document, select **Choose File**. Select the file name for the document you want to upload. You can upload up to three files. Once you have uploaded your documents, select **Next**.
10. Select **Finish** to close the wizard.

After you finish the wizard, you can return to the request under **My Portfolio** to add notes, attach additional documents, select credit type, and attach goals (if enabled in your district) before submitting the credit for review.

Your district may have credit requests that require prior approval before being applied to your portfolio. You can make changes to your credit request before selecting **Submit for Approval**.

## Appendix E

## 2024-2025 District Professional Learning Calendar Overview

For the 2024-2025 school year BISD teachers and other professional employees have 12.5 scheduled days of professional learning. This includes 3 Exchange Days and ½-day for Convocation. There are 3 workdays. New-to-district teachers have 2 additional required days of professional learning during Boerne U.

May 28-29, 2024      Boerne U-May

July 22-23, 2024      New Teacher Orientation

July 23-25, 2024      Boerne U-July

August 1-9, 2024      Faculty and staff are scheduled for district/campus professional learning and teacher classroom preparation/workdays.

October 15, 2024      District Professional Learning

January 6-7, 2025      Exchange Days #1 and #2
- All professional staff must have completed at least 12 CPE Exchange Day requirements (6 in content, 6 in instructional technology, and 6 in choice) *outside of the contract day (summer, evenings, weekends, and/or holidays)* by **December 6, 2024**. Paraprofessional and auxiliary staff should discuss Exchange Day parameters with their supervisor(s).
- Since January 6th are paid contract days, eligible employees not completing at least 12 of the required 18 hours of professional learning and/or not appropriately entering the hours into Strive 10 workdays prior to the Exchange Day will be docked state personal leave or, if no personal leave is available, salary.

January 8, 2025      Teacher Workday

January 9, 2025      District Professional Learning Conference

January 10, 2025      Campus Professional Learning

February 17, 2025      Exchange Day #3
- All professional staff must have completed all 18 CPE Exchange Day requirements (6 in content, 6 in instructional technology, and 6 in choice) *outside of the contract day (summer, evenings, weekends, and/or holidays)* by **February 3, 2025.** Paraprofessional and auxiliary staff should discuss Exchange Day parameters with their supervisor(s).
- Since February 17th is a paid contract day, eligible employees not completing the required 18 hours of professional learning and/or not appropriately entering the hours into Strive 10 workdays prior to the Exchange Day will be docked state personal leave or, if no personal leave is available, salary.

May 22, 2025      Teacher Workday (early release students)

May 23, 2025      Teacher Workday

# Appendix F

## Exchange Day Program Overview

### Exchange Day Guidelines for Teachers
### 2024-2025

**What are Exchange Days?**
The Exchange Day Program provides employees on 187-207-day work contract opportunities to pursue professional learning in exchange for 3, paid workdays during the school year. For the 2024-2025 school year, these days are January 6th, January 7th, and February 17th. Each of these days is provided in exchange for 6 hours of non-contract time professional learning totaling 18 hours.

**Why does BISD have an Exchange Day Program?**
High-performing schools understand the relationship between effective teachers and high student achievement striving to create a culture valuing teacher learning and growth by making quality professional learning an essential component of improvement plans.
Quality professional learning exhibits the following characteristics:
- focuses on teachers as central to student learning
- focuses on individual, collegial, and organizational improvement
- is results-driven and job-embedded
- is curriculum-centered and standards-based
- reflects best available research and practice in teaching, learning, and leadership
- enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements that support high standards of teaching
- is evaluated based on its impact on teacher effectiveness and student learning
- focuses on developing teachers' capacity in one or more of the domains under T-TESS
  - **Domain 1**: Planning
  - **Domain 2**: Instruction
  - **Domain 3**: Learning Environment
  - **Domain 4**: Professional Practices and Responsibilities

Research emphasizes the central role of content knowledge and pedagogical expertise in student achievement, professional learning should be in the areas of curriculum and instruction. In cases where a teacher may have a dual teaching assignment of both core content and enrichment courses (e.g. science and coaching), Exchange Day credits should reflect no fewer than 6 hours in the assigned content area and 6 hours in instructional technology. The remaining 6 hours may be in other categories relevant to the employee's job assignment.

**When do I earn credits for Exchange Days?**
Eligible employees may accumulate 18 hours of professional learning credit for use as Exchange Days during any non-contract time beginning on May 25, 2024.
Exchange Day credits may be earned from activities related to job assignments such as attendance at:
- trainings and workshops
- conferences
- guided curriculum writing and planning
- pre-approved book studies
- graduate-level courses
- textbook adoption committees

**Where can I find Exchange Day opportunities?**
Exchange Day credit should come from a TEA-approved provider.
- Attend Boerne U
- Confer with your principal
- Search in-district professional learning courses in PowerSchool Professional Learning
- Search the ESC-20 Professional development catalog, Connect 20
- Consult with the content area/program area coordinator/director

**Who is required to participate in Exchange Days?**
Exchange Days are required of all employees on a 187-207-day work contract. This includes:

- Teachers
- Instructional Coaches
- Interventionists
- Librarians
- Counselors
- Specialists
- Therapeutic/Evaluation Staff
- ARD Facilitators
- Nurses

If you are unsure if you qualify for Exchange Days, please contact your supervisor.

Paraprofessional and Auxiliary employees should see the guidelines provided by BISD Human Resources.

A late-hire employee's eligibility will be determined by the campus principal or employee's immediate supervisor for non-instructional positions on a case-by-case basis.

## How do I ensure my Exchange Day hours are approved?

The Exchange Day credit process includes both acquiring the training and appropriately entering the training into Strive. To qualify as Exchange Day credit, the employee must ensure the following criteria are met:

1. The employee, when possible, receives prior approval from the principal and ensures the professional learning meets the criteria for Exchange Day credit.
2. The employee accumulates 18 hours of professional learning for Exchange Days and ensures the sessions are reflected in their Strive Professional Learning Portfolio as "approved" by 10 working days prior to the Exchange Day.
   a. December 6, 2024 for January 6-7, 2025
   b. February 3, 2025 for February 17, 2025
3. The employee ensures there is appropriate documentation of attendance at professional learning, e.g., signing in and completion of surveys at in-district professional learning or submitting an official certificate of attendance/transcript for outside-of-district professional learning into Strive.
4. The employee tracks Exchange Day credits by checking Strive Professional Learning Portfolio will indicate the number of hours eligible for Exchange Day credit.

| Who Enters Professional Learning into Strive? | |
|---|---|
| District-wide/district-level | District workshop facilitator |
| Campus-based/campus-initiated | Campus Strive administrator |
| External Credit Request | Employee |

## Are there any penalties for not completing the Exchange Day process?

Since January 6th, January 7th, and February 17th are paid contract days, eligible staff not completing the hours of professional learning and/or not appropriately entering the hours into Strive before the Exchange Day will be docked state personal leave or, if no personal leave is available, salary.

**For questions regarding the *Exchange Day Program*
please contact
Teaching and Learning Department
(830) 357-2045**

## Criteria for Exchange Days:

Professional learning approved for Exchange Day credit may vary from campus to campus based on Campus Improvement Plan (CIP) and District Improvement Plan (DIP) goals. The PL Advisory Committee along with the Teaching and Learning Department determines criteria and approves credit for Exchange Days. For 2024-2025, Exchange Day credits must come from the following categories:

- **6 hours in assigned content area***
- **6 hours in implementation of instructional technology****
- **6 hours choice categories related to the employee's job assignment**

*GT hours earned outside the contract day count within this category.

*Therapeutic/Evaluation Staff, ARD Facilitators, Counselors, and Nurses may substitute assignment-based PL for instructional technology hours.

### Professional Learning eligible for Exchange Days MUST:

1. be completed outside of contract hours (e.g., before or after school, weekends, holidays, and summer vacation) from a TEA-approved provider.
2. be data-driven, aligned with the CIP/DIP, and designed to improve instruction and student achievement.
3. be related to the current assignment.
4. be aligned to curriculum standards (TEKS)/instructional technology standards.
5. be related to a domain of T-TESS or other district-approved employee evaluation tool.

### MAY:

6. be paid for by the district (e.g., A principal may pay for registration at a Saturday conference provided the employee is not compensated for their attendance.).
7. be compliance professional learning required by the job assignment for up to a maximum of 6 hours, provided the training was received outside of contract hours.

### Exchange Day credit WILL NOT be awarded if:

8. the training is state- or district-required, annual compliance intended to be completed during contract time.
9. it is for attendance at a meeting, including faculty or department meetings, district-level meetings, etc.
10. the training is a repetition of a course for which the employee has received prior credit.
11. attendance results in monetary compensation to the employee.
12. it is not associated with their job assignment.
13. the professional learning occurs during a contracted workday, even if a personal day is used.
14. appropriate documentation of attendance is not provided.

# Appendix G

## 2024-2025 Boerne ISD School Calendar

### BOERNE INDEPENDENT SCHOOL DISTRICT
235 Johns Rd. ● Boerne, Texas 78006 ● (830) 357-2000

### 2024-2025 SCHOOL CALENDAR

**August 2024**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**September 2024**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**October 2024**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**November 2024**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**December 2024**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**January 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**February 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

**March 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**April 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**May 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**June 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**July 2025**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### DATES TO REMEMBER

| Date | Event |
|---|---|
| July 22 | New Teacher Orientation |
| May 29-30, July 23-25 | Boerne U |
| August 1 | First Day for Teachers |
| August 12 | First Day for Students |
| May 22 | Last Day for Students |
| May 23 | Last Day for Teachers |
| May 22 | Boerne High School Graduation |
| May 23 | Champion High School Graduation |

### CLASS START/DISMISSAL TIMES

**Elementary**
7:35 AM - 3:00 PM
7:35 AM - 11:35 AM Early Release

**Secondary**
8:30 AM - 4:00 PM
8:30 AM - 12:35 PM Early Release

### HOLIDAYS & OBSERVANCES

| Date | Holiday |
|---|---|
| September 2 | Labor Day |
| October 14 | Columbus Day |
| November 28 | Thanksgiving |
| December 25 | Christmas |
| January 1 | New Year's Day |
| January 2025 (usually first week of January) | Kendall County Stock Show |
| January 20 | Martin Luther King, Jr., Inauguration Day |
| February 17 | Presidents' Day |
| April 18 | Good Friday |
| May 26 | Memorial Day |
| July 4 | Independence Day |

### 2024-25 TESTING DATES

| Date | Test |
|---|---|
| October 2024 | PSAT |
| December 3-13 | ELA I Retest |
| December 3-13 | Alg 1, Biology, US History Retest |
| December 3-13 | ELA II Retest |
| February 17 - March 28 | TELPAS |
| April 8 - April 18 | 3-8 Reading, ELA I |
| June 17 - June 27 | ELA II |
| April 15 - April 25 | Gr 5 Science, Gr 8 Science |
| April 15 - April 25 | Gr 8 Social Studies, US History EOC |
| April 22 - May 2 | 3-8 Math |
| April 22 - May 2 | Algebra |
| June 17 - June 27 | ELA I |
| April 22 - May 2 | Algebra, US History |
| April 22 - May 2 | ELA II |
| June 17-June 27 | Biology/Makeups |

*All dates subject to change. Date ranges indicate tentative testing windows.*

### CAMPUS CONTACT INFORMATION

| Campus | Phone | Campus | Phone |
|---|---|---|---|
| Boerne HS | (830) 357-2200 | Fabra ES | (830) 357-4200 |
| Champion HS | (830) 357-2600 | Fair Oaks Ranch ES | (830) 357-4800 |
| Boerne MS - N | (830) 357-3100 | Herff ES | (830) 357-4300 |
| Boerne MS - S | (830) 357-3300 | Kendall ES | (830) 357-4600 |
| Voss MS | (830) 357-3500 | Van Raub ES | (830) 357-4100 |
| Cibolo Creek ES | (830) 357-4400 | Viola Wilson ES | (830) 357-4700 |
| Curington ES | (830) 357-4000 | Boerne Academy/AC | (830) 357-3900 |

### SYMBOLS

| Symbol | Meaning |
|---|---|
| ○ | Staff Development |
| ⬤ | Teacher Work Day |
| (yellow) | Holiday - Student & Faculty |
| △ | Student Holiday/Teacher Exchange |
| [ ] | Nine Weeks - Begins/Ends |
| / | Early Release-Students |

Approved by Board of Trustees 12/11/2023