

# **Northwest Independent School District**

## **District Improvement Plan**

**2020-2021**



**Board Approval Date:** October 19, 2020

# **Mission Statement**

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

## **Vision**

Northwest ISD empowers learners and leaders  
to positively impact the world.

## **Core Beliefs**

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Northwest Independent School District has a vision to empower learners and leaders to positively impact the world. The district is uniquely situated in the northwest corridor of the Dallas-Fort Worth metroplex. At 234 square miles, Northwest ISD is one of the largest school districts in the area. The district spans three counties (Tarrant, Denton, and Wise) and more than 14 municipalities that range from small rural communities to a thriving metropolis.

Northwest ISD is among the top ten fastest growing school districts in Texas and is the fast growing district in Region 11. In the past decade, student enrollment has increased from 15,370 students to more than 25,000 in 2020-2021. As reported in the First Quarter 2020 Demographic Report, district growth projections indicate that enrollment could exceed 38,250 students by 2030.

While the economic impact of COVID-19 on our growing community is not yet known, we expect the district will remain a fast-growth school district. Demographers indicate that the North Texas area is in a unique situation with home sales and developments continuing on track - if not ahead of schedule - amid the COVID-19 pandemic. Accommodating the rapidly increasing student population and preparing for the future remains a top challenge for Northwest ISD.

### Ten-Year Enrollment Forecast - 1Q20 Demographic Report

\*Note the ten-year forecast projections will be on hold for the 2020-2021 school year while demographers evaluate the impact of COVID-19. However, following are the projections provided in June 2020.

Year (Oct.)	Total	Growth	% Growth
2015/16	20,976		
2016/17	22,043	1,067	5.10%
2017/18	23,142	1,099	5.00%
2018/19	24,120	978	4.20%
2019/20	25,092	972	4.00%
2020/21	26,277	1,185	4.70%
2021/22	27,558	1,281	4.90%
2022/23	28,750	1,192	4.30%
2023/24	30,026	1,276	4.40%
2024/25	31,306	1,280	4.30%

Year (Oct.)	Total	Growth	% Growth
2025/26	32,586	1,280	4.10%
2026/27	34,006	1,420	4.40%
2027/28	35,514	1,508	4.40%
2028/29	36,942	1,428	4.00%
2029/30	38,246	1,304	3.50%

With the growth, the ethnicity of the student population is becoming slightly more diverse with 61.33% White, 22.12% Hispanic, 9.42% African-American, and 4.6% Asian. The percentage of economically disadvantaged students remained about the same at 20.64%, with the percentage of ESL students slightly increasing to 5.3%. [Data Source: 2019-2020 Fall Resubmission PEIMS Data Collection]

With education still remaining a field of predominantly white females, the diversity of Northwest ISD's staff is slightly changing, but struggles to match that of the student population: All staff - 85.6% White, 9.1% Hispanic, 3.0% African-American, and 2.3% Other. [Data Source: 2019-2020 Fall Resubmission PEIMS Data Collection]

With the rapid growth of our school district, the diversity of our students and their needs continues to grow. We recognize the importance of monitoring and evaluating student sub-populations in an effort to increase awareness of possible gaps and to better address and close those gaps. Following is some of the student data we are monitoring.

<b>Attendance Data</b>	
<b>2019-2020</b>	
<b>First 4 Six-Weeks</b>	
ALL	96.04%
Hispanic	95.98%
American Indian	95.91%
Asian	96.7%
Black	96.26%
Pacific Islander	96.03%
White	95.95%
Two or More	96.07%
Special Education	94.93%
Eco dis	94.89%
LEP	96.41%

<b>Attendance Data</b>	
<b>2019-2020</b>	
At Risk	95.48%
GATES	96.87%

<b>District Demographics Participation in Advanced Academic</b>		
	<b>District High School Enrollment</b>	<b>Advanced Academic Participation</b>
<b>American Indian or Alaska Native</b>	0.66%	0.79%
<b>Asian</b>	6.81%	4.40%
<b>Black or African American</b>	7.12%	9.73%
<b>Hispanic\Latino</b>	18.91%	21.57%
<b>Native Hawaiian/Other Pacific Islander</b>	0.38%	0.31%
<b>Two or More Races</b>	0.73%	1.11%
<b>White</b>	65.39%	62.09%
<b>Economically Marginalized</b>	26%	13%
<b>Special Education</b>	9%	1%

<b>District Demographics Participation in Career Academies</b>		
	<b>District High School Enrollment</b>	<b>Career Academies</b>
<b>American Indian or Alaska Native</b>	0.66%	0.83%
<b>Asian</b>	6.81%	6.64%
<b>Black or African American</b>	7.12%	8.65%
<b>Hispanic\Latino</b>	18.91%	20.9%
<b>Native Hawaiian/Other Pacific Islander</b>	0.38%	0.21%
<b>Two or More Races</b>	0.73%	.21%
<b>White</b>	65.39%	62.5%
<b>Economically Marginalized</b>	26%	17.5%
<b>Special Education</b>	9%	4.79%

### **Demographics Strengths**

Northwest Independent School District  
Generated by Plan4Learning.com

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Effective planning by staff and the community to meet the physical and programming needs of the district.
- Effective communications with the community of growth needs resulting in successful bond programs to fund facilities.
- North Texas has a strong, growing economy. While the long-term effect is still unknown, it appears that COVID-19 is having a minimal impact on our growth.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 3 (Prioritized):** As a fast-growth district, it is important that we stay ahead of the influx of development and the increase in population that comes with it. As the district grows, proper planning and constructing of new facilities is crucial to provide the learning environments that our community expects and the district has built a reputation on. Implementing district-wide planning processes in an effort to prepare us for the incoming growth is as critical as planning for the fiscal responsibility that comes with it. **Root Cause:** Our largest challenge is the available land for development that exist within our district's boundaries. This availability combined with the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district are drawing new residents and businesses to our area at a rapid rate.

# Student Learning

## Student Learning Summary

Due to the impact of COVID-19, all districts and schools received a label of Not Rated for the 2020 accountability ratings. TEA data currently reflects the prior year's accountability outcome during which NISD received an "A" rating from the state for academic performance in 2018-2019.

While much of our data is not available due to COVID-19, the following diagnostic data provides an indicator of our students' academic achievement.

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### PreK – 12 Grade Literacy

While End of Year data is not available for the 2019-2020 school year due to our COVID-19 school closure from March-May 2020, our Middle of the Year (MOY) data (collected Dec-Feb) shows growth towards reaching the 90% goal.

2019-2020	
Middle-of-Year DRA Data	
	Percent Reading On Level
Kinder	95%
1 <sup>st</sup> Grade	80%
2 <sup>nd</sup> Grade	81%

2019-2020	
Middle-of-Year Writing Benchmark	
	Percent @ Approaches
4 <sup>th</sup> Grade	73%
7 <sup>th</sup> Grade	83%



2019-20	
Middle-of-Year Reading Benchmark	
	Percent @ Approaches
English I	82%
English II	84%

Performance Measure	Data Source	Results
Dual Credit Participation and Performance in English Courses	On-Ramps	<p><b>English 1301:</b> 172 Students completed course; 100% Earned Credit</p> <p><b>English 1302:</b> 179 Students; completed course; 100% Earned Credit</p>
AP English Participation <ul style="list-style-type: none"> <li>Language and Composition (11<sup>th</sup>)</li> <li>Lit. and Composition (12<sup>th</sup>)</li> </ul>	College Board	11th Grade ELA AP Enrollment <b>31.3%</b> 12th Grade ELA AP Enrollment <b>27%</b>

<p>AP English Performance – Improve % earning a 3 or higher on the AP exam</p> <ul style="list-style-type: none"> <li>• Language and Composition (11<sup>th</sup>)</li> <li>• Lit. and Composition (12<sup>th</sup>)</li> </ul>	<p>College Board</p>	<p>AP English Language (11th Grade)</p> <p>Total Enrollment: 501</p> <p>Total Students Tested: 462 (92%)</p> <p><b>Total 3+: 314 (55%)</b></p> <p>AP English Literature (12th Grade)</p> <p>Total Enrollment: 382</p> <p>Total Students Tested: 301 (78%)</p> <p><b>Total 3+: 200 (67%)</b></p>
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College, Career, and Life Readiness

Targets	Results
College Readiness Academic Indicators	Results
<p>Increase number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW 2 years – 1 or more – 50%)</p>	<p>93% of 8th Grade</p> <p>23% 7th Grade</p>

Targets	Results
<p>Increase high school participation with advanced academics (PreAP, AP, Dual Credit, or OnRamps)</p> <p>Students enrolled in 1 or more courses to 80%</p>	<p>Of the 7550 H.S. students <b>4619</b> were enrolled in 1 or more advanced courses - <b>Total 61.2%</b></p>
<p>Increase percentage of students enrolled in AP that sit for the AP exam to 90%</p>	<p>4925 enrolled across all AP (includes multiple enrollments by students)</p> <p>4409 Test administered - <b>Total 89.5%</b></p>
<p>Increase HS Advanced Academics (AP Exams) percentage of students earning a 3 or higher to 50%</p>	<p>Percent of Students earning a 3+ on at least 1 exam: <b>67.93%</b> (up from 59.80%)</p>
Career Readiness Indicators	
<p>Increase percentage of students enrolled in 1 or more CTE courses to 80%</p>	<p>2018-75%</p> <p>2019-77%</p>
<p>Increase number of students completing professional internships by 10%</p>	<p>Internships were stopped after March. However, <b>230 students were completing internships</b>. This was an increase of <b>14.4%</b> in internships for the year 2019-2020.</p>
Life Readiness Indicators	
<p>100% of instructional staff trained in Social-Emotional Learning Competencies</p>	<p>100% of teaching staff were trained</p>
<p>Increase percentage of students completing an e-portfolio and percentage who have it attached to their report card (100%)</p>	<p>100% CTE Students</p>

MS Participation in Pre-AP Courses						
2019-2020						
	6th		7th		8th	
	Enroll	% in AA	Enroll	% in AA	Enroll	% in AA
ELA	904	45%	962	46%	1066	51%
SC			1337	64%	1332	64%
MA	437	22%	1016	49%	1107	53%
LOTE					1164	56%

OnRamps Dual-Credit		
Number & Percent of Students Earning College Credit		
	2018-2019	2019-2020
College Algebra	0	65 Students Enrolled <b>88% Accepted Credit</b>
Computer Science	0	114 Enrolled <b>90% Accepted Credit</b>
ENGL 1301	79% Accepted Credit	172 Students Enrolled <b>87% Accepted credit</b>
ENGL 1302	81% Accepted Credit	179 Students Enrolled <b>93% Accepted Credit</b>
Physics 1301	0	16 Enrolled <b>88% Accepted Credit</b>
Physics 1101	0	16 Students Enrolled <b>88% Accepted Credit</b>
Precalculus	80% Accepted Credit	156 Students Enrolled <b>90% Accepted Credit</b>
Statistics	75 % Accepted Credit	20 Students Enrolled <b>75% Accepted Credit</b>

<b>OnRamps Dual-Credit</b>		
<b>Number &amp; Percent of Students Earning College Credit</b>		
<b>US History 1301</b>	78% Accepted Credit	211 Students Enrolled <b>78% Accepted Credit</b>
<b>US History 1302</b>	88% Accepted Credit	202 Students Enrolled <b>88% Accepted Credit</b>
<b>Total</b>	848 Students 79% Accepted Credit	<b>1,151 Students Enrolled</b> <b>87% Accepted Credit</b>

<b>Dual-Credit (TCC)</b>	
<b>Number &amp; Percent of Students Earning College Credit</b>	
<b>2019-2020</b>	
Sixteen (16) Courses Offered	152 Students Enrolled <b>89.47% Passed</b>

## Meeting Students' Needs

Edgenuity District Summary 2019-20			
	Original Credit*	Credit Recovery*	Cycle Recovery**
19-20 School Year	627 completions	259 completions	363 completions
Summer School	1019 completions	122 completions	n/a
Total	1646 completions	381 completions	363 completions

*\*½ courses*

*\*\*Courses by quarter successfully recovered*

### Student Learning Strengths

- *Units of Study for Teaching Phonics*, a new phonics program, is now in practice in grades K-2. Teachers experienced success with the implementation of the systematic program during the 2019-2020 school year and reported growth and success in students' phonological understanding and application.
- Elementary SPED ELA teachers engaged in Early Literacy professional learning to ensure that SPED ELA teachers have the same level of training and a shared understanding of literacy best practices.
- Curriculum review of tasks provided in the curriculum to assess rigor and high level activities.
- Progress monitoring of students in secondary ELA and Math intervention classes
- Students training on reading industry-based credentials and creating industry documents i.e. business plans, executive summaries, and financial sheets.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Approximately 80-85% of NISD students at any grade level are reading on grade level at the end of each year. We continue to maintain our

dedication to reaching 90% of all students reading on or above level as measured by local and state assessments. In addition, we see a need to increase the percent of students performing beyond that level and performing at the next higher level. Achievement gaps are present between student groups across the district, requiring focused attention and targeted instruction in order to close these gaps. **Root Cause:** Every year we welcome hundreds of new students into our NISD family. They come to us from a wide array of backgrounds. A root cause to our data remaining steady over the past years is attributed, partly, to our rapid growth. Our schools strive to quickly identify each child's strengths and areas of focus which takes expertise, time, and resources dedicated to knowing each child's needs. Additionally, we see challenges in equity among students from low socioeconomic households, as well as students with special learning needs. Significant efforts are critical to closing these gaps and ensuring that every student achieves at high levels.

**Problem Statement 2 (Prioritized):** NISD holds high academic standards for all students to reach their fullest potential. With our focus on 'every child, every day,' we must ensure that we are meeting the needs of each child. While many of our students perform on level (Approaches) on state assessments, we see a need to increase the percent of students performing at the next higher level (Meets). We currently have students at every grade level and every campus that are not reaching their highest potential and/or are not making a year's growth in academic performance. Achievement gaps are present between student groups across the district. Ensuring rigorous instruction and equitable access to high levels of teaching and learning will continue to be a focus. **Root Cause:** High expectations for academic success for every student in every content area exist across the district. While our students perform well across our schools, gaps in achievement between schools and between student groups are present. A revised instructional framework, articulating expectations of rigorous teaching and learning, will help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

**Problem Statement 3 (Prioritized):** Students of all ability levels and backgrounds need a wide range of access and opportunities throughout their education so that they acquire College, Career, and Military Readiness (CCMR), as well as Life Readiness. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well-being of all students through identification, training, and support of key values. Additionally, we must ensure robust, varied, and appropriate programs, guidance counseling, instruction, and equal access to all resources. **Root Cause:** A focus on career trees, pathways, professional skills, and certifications has transformed the opportunities we provide our students in NISD. We need to continue to explore and enhance the many ways we provide opportunities to meet the needs and interests of our diverse student population so more of our graduates enter the adult world college, career, and/or military ready. Additionally, students need support and guidance in the development of social, emotional, and/or behavioral skills to ensure they are prepared to succeed in the world.

# **District Processes & Programs**

## **District Processes & Programs Summary**

### **COVID-19 Pandemic**

The unprecedented and unexpected challenges of COVID-19 definitely shifted education and our world as a whole. Many district processes have changed as we cope with the ever-evolving challenges of COVID-19, from how we communicate to new safety processes. The 2020-2021 school year will undoubtedly be unlike any other school year. The preparations for the school year may not have looked the same as compared to our previous face-to face meetings to conduct our needs assessment and prioritize imperatives for the new year. In light of the constantly evolving situation, our Leadership Team met daily to ensure open communication and make adjustments as needs arose. With the new year underway, the Leadership Team continues to meet multiple times a week as we continue to assess our processes, student learning, and the health and wellbeing of our students and staff during these unusual times.

At the end of the 2019-2020 school year, students and families were asked to complete a survey regarding their experience and learning during our emergency remote learning. Feedback from this survey and from our staff fueled many changes as we developed a Remote Learning Plan for the 2020-2021 school year. As Remote Learning is a new process for Northwest ISD, we will continue to analyze and make adjustments to the learning program to benefit our students and staff.

### **Finance**

The Financial Services department for Northwest ISD is responsible for many areas related to the business operations within the school district. Our programs include Payroll, Purchasing, Accounts Payable, Accounts Receivable, Accounting, Reporting and many other supporting roles. The department is a member of ASBO, GFOA, TASBO, and other professional organizations. Our team strives to make sure that our campuses, departments, and students are at the forefront of everything we do.

### **Human Resources**

Northwest ISD Human Resources personnel participate in a wide variety of recruiting events throughout the school year focused on recruiting candidates from a diverse background. Recruiting events include university job fairs, alternative certification programs, as well as our district-hosted career fair.

### **Instructional Programs**

NISD has extensive curricular programs for all students. Beginning in kindergarten, students annually are assessed in reading and math using universal



screening methods that allow teachers and campuses to best meet the needs of all students. In addition, the NISD counseling department and the College and Career Readiness Department provide a variety of resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, NISD has support systems in place for students behind their peers such as, but not limited to:

- Reading Recovery
- Dyslexia support
- ELL support
- RTI student plans
- Credit recovery programs

In addition, NISD offers systems for students that are performing ahead of their peers such as/but not limited to:

- Math acceleration (by grade level)
- CBE opportunities
- Open enrollment in Pre-AP and AP course
- Dual Credit College opportunities
- Internships

NISD's Career and Technical Education program strives to provide real academics, real skills, and a real high school experience unlike any other that is attracting a growing number of students as we expand offerings to middle school students. The focus on strong academics with robust career-minded education is strengthening our students' college, career, military, and life readiness. As we engaged with parents and students, Superintendent's Roundtable (PTA), and Leadership NISD and listened to their needs and desires, we heard an increased interest for a more robust and expanded financial literacy offering to prepare students for life.

For a complete listing of NISD Instructional Programs please see the district website: <https://www.nisdtx.org/>.

## **Social-Emotional Learning**

During the 2019-2020 school year, we began implementation of our Social-Emotional Learning (SEL) Framework. We provided an overview SEL professional development to all campus principals to present prior to the start of the school year. Additional professional development was provided to all campus principals throughout the year for each competency, until the COVID-19 closure occurred. Principals in turn trained their staff on SEL competencies (up to COVID-19 closure).

With an increased understanding and modeling by our staff, we are now prepared to begin including our students in this work. Eighth-grade students completed a SEL self-assessment in February 2020, and the 1,575 responses provided insightful data for the coming school year, as well as a baseline measure for the future. Each of the competencies in the NISD Social-Emotional Learning Framework were measured, except for one, on a 1-5 scale, with 1 scoring the lowest. The data indicates that the lowest SEL competency in our students is self-awareness, closely followed by self-management.

Self-Awareness – 3.15

Self-Management – 3.16

Relationship Skills – 3.53

Responsible Decision Making – 3.54

Social Awareness – 3.58

### **District Processes & Programs Strengths**

The NISD Needs Assessment highlighted several strengths as recognized by our staff and stakeholders, especially as we began to internally examine our budget for increased efficiencies while maintaining what makes Northwest ISD unique. The extensive opportunities available to all Northwest ISD students makes our school district special ... the extra support systems, 1:1 technology devices, 27 career opportunities, and more. These strengths include the character development of the whole child with an emphasis on Social-Emotional Learning.

In addition, the area of communication and transparency was noted as a positive because the district continues to use stakeholders in a variety of processes to make key recommendations and decisions. Transparency is appreciated by our community and leads to continued trust and support. The COVID-19 pandemic forced difficult decisions, with very divided community and parental issues. However, our parents have expressed appreciation for the district's transparency and continued communication throughout this challenge.

Northwest ISD is proud to host an annual Teacher Career Fair each spring in addition to attending job fairs across the state. This past year over 500 candidates applied to be a part of the event. Candidates who were granted an invitation to the event had the unique opportunity to interview with at least two campus administrators. This is a highly sought-after event that we look forward to continuing each spring.

Guest Educators applicants participate in a rigorous hiring process, as well as enhanced pre-service training. Training for our Guest Educators includes Curriculum and Instruction pedagogy, Special Education tips and tools, Social-Emotional Learning, and Safety practices. Our campuses have communicated an increased number of positive experiences with our Guest Educators since the implementation of the trainings.

The Financial Services department strives for accuracy and transparency. Our strength comes from a diverse group of staff members working collectively to ensure that our campuses, departments, students, families, and communities feel confident about the financial operations within NISD.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 2 (Prioritized):** Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students. **Root Cause:** Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.

**Problem Statement 3 (Prioritized):** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

**Problem Statement 4 (Prioritized):** Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' new school finance system. **Root Cause:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

**Problem Statement 5 (Prioritized):** With the onset of the COVID-19 pandemic, public school systems have been faced with how to continue to provide a continuity of instruction for students learning remotely while also providing instruction and support to students learning in-person. **Root Cause:** The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

**Problem Statement 6 (Prioritized):** We have an obligation to our students, staff, and community to provide a safe learning environment while responding to the COVID-19 pandemic. Beyond the safe learning environment, NISD will also need to take preventative measures, monitor protocols, and respond to any developments as a result of COVID-19. **Root Cause:** The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

# Perceptions

## Perceptions Summary

The Northwest Independent School District is embracing the 2018-2022 Strategic Framework as we work to empower learners and leaders to positively impact the world. Recognized internally and externally, we have a known Core Belief of putting kids first.

NISD makes extraordinary efforts to involve all stakeholders, including students, parents, community members, teachers, staff, and representatives of local government and industry, in the planning and review of NISD programs and operations.

Northwest ISD employees participated in an Energage survey during the 2019-2020 school year. Employees participated at over a 70% response rate indicating our employees felt engaged in the workplace and supported by their administrator. Based on our results, NISD was named a Top Workplace in the DFW area.

During our Strategic Summit, many things came to light as we listened to our students and their desire for Social-Emotional Learning support. Since that time, student voice has continued to be prevalent through many avenues (Superintendent's Student Advisory Council, various committees, student-led initiatives, etc.), and in listening, we are hearing there are potential inequities in our system. As we discussed this with staff, the open dialogue brought to light inequities that, while not overtly prevalent, were authentic concerns of certain populations of staff. These discussions spurred the creation of the district's Diversity and Equity Committee, who will continue to work to address the concerns of diversity and inequity.

## Perceptions Strengths

Northwest ISD continues to maintain an excellent public reputation, attracting even more families to the district. While a formal parent survey was not completed this year, there continues to be strong support for the school district. Our instructional offerings, programs, services, and staff continue to be held in high regard.

Northwest ISD continues to monitor staff perceptions regarding their engagement and overall job satisfaction. Highlights from the 2019-2020 school year include:

- 95% of NISD employees felt that their supervisor or principal cared about their concerns and 71% felt their job within the district was meaningful.
- NISD's retention rate of high effective staff increased 5% from the previous school year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 4 (Prioritized):** Because of the social unrest and division in our nation, Northwest ISD has a responsibility to ensure a community of diverse learners and leaders. There is evidence that some students and staff may feel excluded and not treated equally in our district. We also realize that there are potential biases and gaps in opportunities due to cultural and economic barriers. Additionally, our staff demographics should be reflective of student demographics in order to better serve our students, and at

present they are not. **Root Cause:** Unintentional bias can lead to limited understanding and acceptance of people from other backgrounds, cultures, and/or ethnicities. The unique upbringing, experiences, and perceptions of each individual alters how they view and understand real and perceived equality issues. Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc.

# Priority Problem Statements

**Problem Statement 1:** Approximately 80-85% of NISD students at any grade level are reading on grade level at the end of each year. We continue to maintain our dedication to reaching 90% of all students reading on or above level as measured by local and state assessments. In addition, we see a need to increase the percent of students performing beyond that level and performing at the next higher level. Achievement gaps are present between student groups across the district, requiring focused attention and targeted instruction in order to close these gaps.

**Root Cause 1:** Every year we welcome hundreds of new students into our NISD family. They come to us from a wide array of backgrounds. A root cause to our data remaining steady over the past years is attributed, partly, to our rapid growth. Our schools strive to quickly identify each child's strengths and areas of focus which takes expertise, time, and resources dedicated to knowing each child's needs. Additionally, we see challenges in equity among students from low socio-economic households, as well as students with special learning needs. Significant efforts are critical to closing these gaps and ensuring that every student achieves at high levels.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** NISD holds high academic standards for all students to reach their fullest potential. With our focus on 'every child, every day,' we must ensure that we are meeting the needs of each child. While many of our students perform on level (Approaches) on state assessments, we see a need to increase the percent of students performing at the next higher level (Meets). We currently have students at every grade level and every campus that are not reaching their highest potential and/or are not making a year's growth in academic performance. Achievement gaps are present between student groups across the district. Ensuring rigorous instruction and equitable access to high levels of teaching and learning will continue to be a focus.

**Root Cause 2:** High expectations for academic success for every student in every content area exist across the district. While our students perform well across our schools, gaps in achievement between schools and between student groups are present. A revised instructional framework, articulating expectations of rigorous teaching and learning, will help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students of all ability levels and backgrounds need a wide range of access and opportunities throughout their education so that they acquire College, Career, and Military Readiness (CCMR), as well as Life Readiness. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well-being of all students through identification, training, and support of key values. Additionally, we must ensure robust, varied, and appropriate programs, guidance counseling, instruction, and equal access to all resources.

**Root Cause 3:** A focus on career trees, pathways, professional skills, and certifications has transformed the opportunities we provide our students in NISD. We need to continue to explore and enhance the many ways we provide opportunities to meet the needs and interests of our diverse student population so more of our graduates enter the adult world college, career, and/or military ready. Additionally, students need support and guidance in the development of social, emotional, and/or behavioral skills to ensure they are prepared to succeed in the world.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students.

**Root Cause 4:** Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures.

**Root Cause 5:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' new school finance system.

**Root Cause 6:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** With the onset of the COVID-19 pandemic, public school systems have been faced with how to continue to provide a continuity of instruction for students learning remotely while also providing instruction and support to students learning in-person.

**Root Cause 7:** The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** We have an obligation to our students, staff, and community to provide a safe learning environment while responding to the COVID-19 pandemic. Beyond the safe learning environment, NISD will also need to take preventative measures, monitor protocols, and respond to any developments as a result of COVID-19.

**Root Cause 8:** The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

**Problem Statement 8 Areas:** District Processes & Programs

**Problem Statement 9:** Because of the social unrest and division in our nation, Northwest ISD has a responsibility to ensure a community of diverse learners and leaders. There is evidence that some students and staff may feel excluded and not treated equally in our district. We also realize that there are potential biases and gaps in opportunities due to cultural and economic barriers. Additionally, our staff demographics should be reflective of student demographics in order to better serve our students, and at present they are not.

**Root Cause 9:** Unintentional bias can lead to limited understanding and acceptance of people from other backgrounds, cultures, and/or ethnicities. The unique upbringing, experiences, and perceptions of each individual alters how they view and understand real and perceived equality issues. Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** As a fast-growth district, it is important that we stay ahead of the influx of development and the increase in population that comes with it. As the district grows, proper planning and constructing of new facilities is crucial to provide the learning environments that our community expects and the district has built a reputation on. Implementing district-wide planning processes in an effort to prepare us for the incoming growth is as critical as planning for the fiscal responsibility that comes with it.

**Root Cause 10:** Our largest challenge is the available land for development that exist within our district's boundaries. This availability combined with the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district are drawing new residents and businesses to our area at a rapid rate.

**Problem Statement 10 Areas:** Demographics



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Evaluation Data Sources:** The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:

PreK: End-of-Year Kindergarten Readiness Assessment

K-3: DRA; EDL; MAP; and Lexia

4-8: STAAR Reading passing level





4 and 7: STAAR Reading passing level

High School: English End-of-Course 1 and 2 Passing level

**Summative Evaluation:** None

<b>Strategy 1:</b> Embed additional content-based texts to curriculum documents across content areas with activities that require students to build vocabulary and to engage in literacy strategies to increase student application of knowledge and skills. <b>Strategy's Expected Result/Impact:</b> Enhance literacy proficiency and increase student application of knowledge and skills in all content areas. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Curriculum Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Design curriculum tasks that target process standards in non-ELA courses to enhance students' thinking through oral and written communication. <b>Strategy's Expected Result/Impact:</b> Enhance students' application and depth of thinking through oral and written communication. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Development Curriculum Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 3:</b> Redesign the phonics scope and sequence in grades K-2 and develop virtual phonics resources for remote classes. <b>Strategy's Expected Result/Impact:</b> Build phonemic awareness and early literacy skills in students in K-2. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Development Curriculum Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Develop a shared understanding of literacy best practices across Special Education ELA teachers by providing ongoing training and support through early literacy, dyslexia, and dysgraphia training. <b>Strategy's Expected Result/Impact:</b> Deepen understanding and implementation of literacy best practices among ELA Special Education teachers. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Special Education Executive Director of Curriculum and Professional Development Curriculum Team Special Education Team Student Services Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Design TEKS-based digital learning experiences that reflect best literacy practices. <b>Strategy's Expected Result/Impact:</b> Enhance literacy learning through digital resources and learning experiences for all students. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Technology Executive Director of Curriculum and Professional Learning Instructional Technology Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 6:</b> Enhance literacy-based progress monitoring processes designed to identify learning gaps, track progress, and develop intervention plans for struggling students across all grade levels and populations. <b>Strategy's Expected Result/Impact:</b> Identify and close learning gaps in students. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Development Executive Director of Student Services Executive Director of Special Education Executive Director of Research, Assessment and Accountability Executive Director of Elementary Education Executive Director of Secondary Education Principals Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 7:</b> Continue to utilize classroom walk-through structures and protocols focused on evidence and effectiveness of rigorous literacy-based strategies with opportunities to collaborate and calibrate with administrators and Curriculum and Instruction staff. Refine strategies for monitoring remote instruction. <b>Strategy's Expected Result/Impact:</b> Provide coaching and feedback support to teachers. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Elementary Education Executive Director of Secondary Education Executive Director of Curriculum and Professional Learning Principals Curriculum Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 - District Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Approximately 80-85% of NISD students at any grade level are reading on grade level at the end of each year. We continue to maintain our dedication to reaching 90% of all students reading on or above level as measured by local and state assessments. In addition, we see a need to increase the percent of students performing beyond that level and performing at the next higher level. Achievement gaps are present between student groups across the district, requiring focused attention and targeted instruction in order to close these gaps. <b>Root Cause:</b> Every year we welcome hundreds of new students into our NISD family. They come to us from a wide array of backgrounds. A root cause to our data remaining steady over the past years is attributed, partly, to our rapid growth. Our schools strive to quickly identify each child's strengths and areas of focus which takes expertise, time, and resources dedicated to knowing each child's needs. Additionally, we see challenges in equity among students from low socio-economic households, as well as students with special learning needs. Significant efforts are critical to closing these gaps and ensuring that every student achieves at high levels.
<b>Problem Statement 2:</b> NISD holds high academic standards for all students to reach their fullest potential. With our focus on 'every child, every day,' we must ensure that we are meeting the needs of each child. While many of our students perform on level (Approaches) on state assessments, we see a need to increase the percent of students

performing at the next higher level (Meets). We currently have students at every grade level and every campus that are not reaching their highest potential and/or are not making a year's growth in academic performance. Achievement gaps are present between student groups across the district. Ensuring rigorous instruction and equitable access to high levels of teaching and learning will continue to be a focus. **Root Cause:** High expectations for academic success for every student in every content area exist across the district. While our students perform well across our schools, gaps in achievement between schools and between student groups are present. A revised instructional framework, articulating expectations of rigorous teaching and learning, will help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

District Processes & Programs
<b>Problem Statement 4:</b> With the onset of the COVID-19 pandemic, public school systems have been faced with how to continue to provide a continuity of instruction for students learning remotely while also providing instruction and support to students learning in-person. <b>Root Cause:</b> The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Evaluation Data Sources:** The following measures will be used to determine student academic progress:





NISD will increase the number of students achieving the Meets level distinction on STAAR/EOC by 5%.

NISD will increase the number of students achieving the Masters level distinction on STAAR/EOC by 5%.

NISD will improve the percentage of students that achieve a year or more growth, as measured by the academic growth measure on STAAR/EOC, by 10%.

**Summative Evaluation:** None

<b>Strategy 1:</b> Complete the NISD Instructional Framework outlining essential information about evidence-based teaching strategies that NISD educators regularly use in their classroom instruction <b>Strategy's Expected Result/Impact:</b> Continuously improve teaching and learning across NISD. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Development Executive Director of Elementary Education Executive Director of Secondary Education <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2, 3 - District Processes & Programs 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Develop targeted, model lessons to support instructional content areas. <b>Strategy's Expected Result/Impact:</b> Improve teaching and learning across all content areas. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Development Curriculum Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Redesign Quarterly Progress Monitoring Meetings with Principals to focus on closing gaps and at least a year's growth for all sub-pops. <b>Strategy's Expected Result/Impact:</b> Closing achievement gaps <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Elementary Education Executive Director of Secondary Education Executive Director of Research, Assessment and Accountability Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 4:</b> Create a process with protocols for campuses to develop gap plans for students not making expected progress. <b>Strategy's Expected Result/Impact:</b> Close achievement gaps <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Executive Director of Elementary Education Executive Director of Secondary Education Executive Director of Student Services Executive Director of Research, Assessment, and Accountability Campus Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Design learning experiences that will empower students to use a variety of resources and digital tools to construct knowledge, and produce creative artifacts. <b>Strategy's Expected Result/Impact:</b> Improve teaching and learning <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Technology Executive Director of Curriculum and Professional Learning Instructional Technology Team Curriculum Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Student Learning 2 - District Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Approximately 80-85% of NISD students at any grade level are reading on grade level at the end of each year. We continue to maintain our dedication to reaching 90% of all students reading on or above level as measured by local and state assessments. In addition, we see a need to increase the percent of students performing beyond that level and performing at the next higher level. Achievement gaps are present between student groups across the district, requiring focused attention and targeted instruction in order to close these gaps. <b>Root Cause:</b> Every year we welcome hundreds of new students into our NISD family. They come to us from a wide array of backgrounds. A root cause to our data remaining steady over the past years is attributed, partly, to our rapid growth. Our schools strive to quickly identify each child's strengths and areas of focus which takes expertise, time, and resources dedicated to knowing each child's needs. Additionally, we see challenges in equity among students from low socio-economic households, as well as students with special learning needs. Significant efforts are critical to closing these gaps and ensuring that every student achieves at high levels.
<b>Problem Statement 2:</b> NISD holds high academic standards for all students to reach their fullest potential. With our focus on 'every child, every day,' we must ensure that we are meeting the needs of each child. While many of our students perform on level (Approaches) on state assessments, we see a need to increase the percent of students performing at the next higher level (Meets). We currently have students at every grade level and every campus that are not reaching their highest potential and/or are not making a year's growth in academic performance. Achievement gaps are present between student groups across the district. Ensuring rigorous instruction and equitable access to high levels of teaching and learning will continue to be a focus. <b>Root Cause:</b> High expectations for academic success for every student in every content area exist across the district. While our students perform well across our schools, gaps in achievement between schools and between student groups are present. A revised instructional framework, articulating expectations of rigorous teaching and learning, will help ensure equitable access and appropriate support for every student every day so each child reaches their full



potential.

**Problem Statement 3:** Students of all ability levels and backgrounds need a wide range of access and opportunities throughout their education so that they acquire College, Career, and Military Readiness (CCMR), as well as Life Readiness. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well-being of all students through identification, training, and support of key values. Additionally, we must ensure robust, varied, and appropriate programs, guidance counseling, instruction, and equal access to all resources. **Root Cause:** A focus on career trees, pathways, professional skills, and certifications has transformed the opportunities we provide our students in NISD. We need to continue to explore and enhance the many ways we provide opportunities to meet the needs and interests of our diverse student population so more of our graduates enter the adult world college, career, and/or military ready. Additionally, students need support and guidance in the development of social, emotional, and/or behavioral skills to ensure they are prepared to succeed in the world.

### District Processes & Programs

**Problem Statement 1:** Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students. **Root Cause:** Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.

**Problem Statement 4:** With the onset of the COVID-19 pandemic, public school systems have been faced with how to continue to provide a continuity of instruction for students learning remotely while also providing instruction and support to students learning in-person. **Root Cause:** The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**TEA Priorities:** Connect high school to career and college

**Evaluation Data Sources:** 80% of eligible students achieving at least one CCMR indicator through TSI, ACT, SAT, Industry-Based Certifications, AP-3+, Dual Credit, OnRamps and Applied Associates Degree, Completed IEP Workforce Ready, US Armed Forces Enlistment Status.

30% of eligible students achieving at least two CCMR indicators through TSI, ACT, SAT, Industry-Based Certifications, AP-3+, Dual Credit, OnRamps and Applied Associates Degree, Completed IEP Workforce Ready, US Armed Forces Enlistment Status.

Increase percent of students earning college scholarships.





Increase percent of students passing Algebra EOS enrolled in Strategic math class.

Improve Students' Social-Emotional Skills as measured by 8th Graders Tripod assessment.

**Summative Evaluation:** None

<b>Strategy 1:</b> Enhance student post-secondary choices by providing opportunities for students to take TSI, ASVAB, or PSAT/NMSQT  <b>Strategy's Expected Result/Impact:</b> Increase percent of students who are College, Career, and Military ready. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of College and Career Readiness and Innovation Executive Director of Research, Assessment, and Accountability Director of College and Career Readiness  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2, 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<b>Strategy 2:</b> Increase utilization of 5Lab dashboard to routinely analyze progress towards meeting College, Career, and Military Readiness goals.  <b>Strategy's Expected Result/Impact:</b> Provide real-time data to administrators showing campus and district progress towards meeting CCMR goals. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of College and Career Readiness and Innovation Executive Director of Research, Assessment and Accountability  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<b>Strategy 3:</b> Design processes for Special Education and Career and Technical education teachers to collaboratively develop rigorous curriculum for Career and Technical education courses with modifications for Special Education students enrolled in the courses.  <b>Strategy's Expected Result/Impact:</b> Enhance Career and Technical Education opportunities for Special Education students  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of College and Career Readiness and Innovation Executive Director of Special Education Special Education Team Career and Technology Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Increase opportunities for high school students to learn financial literacy skills for life readiness.  <b>Strategy's Expected Result/Impact:</b> Development of the whole child by building financial literacy skills.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Executive Director of College and Career Readiness and Innovation Executive Director of Fine Arts  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Redesign Senior Capstone Project to apply to all students and meet a variety of post-secondary opportunities.  <b>Strategy's Expected Result/Impact:</b> To enhance students' awareness and readiness for post-secondary opportunities.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Executive Director of College and Career Readiness and Innovation Curriculum Team CTE Team Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 6:</b> Design and implement Senior Project-Based Research course. <b>Strategy's Expected Result/Impact:</b> Increase percent of students who are College, Career, and Military ready and build awareness of post-secondary opportunities. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of College and Career Readiness and Innovation CTE Team Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 7:</b> Incorporate Social-Emotional Learning competencies of Self-Awareness and Self-Management, including executive function skills, into campus culture and routines. <b>Strategy's Expected Result/Impact:</b> To meet the needs of the whole child. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Student Services Executive Director of Elementary Education Executive Director of Secondary Education Director of Counseling Campus Principals Guidance Counselors Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> NISD holds high academic standards for all students to reach their fullest potential. With our focus on 'every child, every day,' we must ensure that we are meeting the needs of each child. While many of our students perform on level (Approaches) on state assessments, we see a need to increase the percent of students performing at the next higher level (Meets). We currently have students at every grade level and every campus that are not reaching their highest potential and/or are not making a year's growth in academic performance. Achievement gaps are present between student groups across the district. Ensuring rigorous instruction and equitable access to high levels of teaching and learning will continue to be a focus. <b>Root Cause:</b> High expectations for academic success for every student in every content area exist across the district. While our students perform well across our schools, gaps in achievement between schools and between student groups are present. A revised instructional framework, articulating expectations of rigorous teaching and learning, will help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.
<b>Problem Statement 3:</b> Students of all ability levels and backgrounds need a wide range of access and opportunities throughout their education so that they acquire College, Career, and Military Readiness (CCMR), as well as Life Readiness. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well-being of all students through identification, training, and support of key values. Additionally, we must ensure robust, varied, and appropriate programs, guidance counseling, instruction, and equal access to all resources. <b>Root Cause:</b> A focus on career trees, pathways, professional skills, and certifications has transformed the opportunities we provide our students in NISD. We need to continue to explore and enhance the many ways we provide opportunities to meet the needs and interests of our diverse student

population so more of our graduates enter the adult world college, career, and/or military ready. Additionally, students need support and guidance in the development of social, emotional, and/or behavioral skills to ensure they are prepared to succeed in the world.

**District Processes & Programs**

**Problem Statement 1:** Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students. **Root Cause:** Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.

**Perceptions**

**Problem Statement 1:** Because of the social unrest and division in our nation, Northwest ISD has a responsibility to ensure a community of diverse learners and leaders. There is evidence that some students and staff may feel excluded and not treated equally in our district. We also realize that there are potential biases and gaps in opportunities due to cultural and economic barriers. Additionally, our staff demographics should be reflective of student demographics in order to better serve our students, and at present they are not. **Root Cause:** Unintentional bias can lead to limited understanding and acceptance of people from other backgrounds, cultures, and/or ethnicities. The unique upbringing, experiences, and perceptions of each individual alters how they view and understand real and perceived equality issues. Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc.

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.





**Performance Objective 1:** Recruit and retain a highly-effective diverse staff by providing an inclusive, supportive, and engaged culture that values employee differences and expertise.

**TEA Priorities:** Recruit, support, retain teachers and principals

**Evaluation Data Sources:** Employee designation data  
Retention data

**Summative Evaluation:** None

<b>Strategy 1:</b> Initiate development of a local performance-based designation system aligned to TEA's Teacher Incentive Allotment.  <b>Strategy's Expected Result/Impact:</b> Recruit, support, and retain highly-effective teachers in all schools, with particular emphasis on high-needs and rural schools. Reward teachers for their level of expertise. Provide incentives for highly-effective educators to teach at our most challenged campuses.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources Executive Director of Human Resources Executive Director of Benefits and Risk Management Director of Secondary Staffing Director of Elementary Staffing Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Chief Financial Officer  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Problem Statements:</b> District Processes & Programs 2, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Develop New Teacher Academy to provide new teachers with hands-on learning experiences and classroom observations to build understanding of district expectations of rigorous activities and classroom practices (Title II).  <b>Strategy's Expected Result/Impact:</b> Increase retention rate of new teachers.  <b>Staff Responsible for Monitoring:</b> Executive Director for Curriculum and Professional Learning Content Coordinators  <b>Title I Schoolwide Elements:</b> 2.4  <b>Problem Statements:</b> District Processes & Programs 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 3:</b> Focus on recruitment and hiring processes that support increasing the diversity of our candidate pool and workforce. <b>Strategy's Expected Result/Impact:</b> Increase number of diverse staff hired for 2021-2021 school year. Increase retention of diverse staff. Enhance the culture and climate that reflects a supportive and respectful environment that is inclusive of all employees. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources Executive Director of Human Resources Director of Secondary Staffing Director of Elementary Staffing <b>Problem Statements:</b> District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

District Processes & Programs
<b>Problem Statement 1:</b> Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students. <b>Root Cause:</b> Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.
<b>Problem Statement 3:</b> Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' new school finance system. <b>Root Cause:</b> As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.
Perceptions
<b>Problem Statement 1:</b> Because of the social unrest and division in our nation, Northwest ISD has a responsibility to ensure a community of diverse learners and leaders. There is evidence that some students and staff may feel excluded and not treated equally in our district. We also realize that there are potential biases and gaps in opportunities due to cultural and economic barriers. Additionally, our staff demographics should be reflective of student demographics in order to better serve our students, and at present they are not. <b>Root Cause:</b> Unintentional bias can lead to limited understanding and acceptance of people from other backgrounds, cultures, and/or ethnicities. The unique upbringing, experiences, and perceptions of each individual alters how they view and understand real and perceived equality issues. Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 1:** Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

**Evaluation Data Sources:** Development and adoption of board policy.  
Confirmation of all staff completing safety and security trainings and drills.  
Implementation and completion of bond projects.

**Summative Evaluation:** None

<b>Strategy 1:</b> Deliver safety and active shooter training to all new staff, as well as a refresher course to all returning staff. <b>Strategy's Expected Result/Impact:</b> Active shooter training completed within the first grading period of school. Staff have an increased awareness of how to assess active events and Avoid, Deny, Defend. Staff are aware of avenue to express concerns or stress they may experience from the training. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Facilities Director of Safety and Security <b>Problem Statements:</b> District Processes & Programs 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Continued deployment of 2017 bond dollars dedicated to improving safety and security. <b>Strategy's Expected Result/Impact:</b> Continued implementation of planned safety and security upgrades. Facilities strengthened for greater protection and safety in an emergency. Facilities' vulnerability to unwelcome access decreased. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Facilities Director of Safety and Security <b>Problem Statements:</b> District Processes & Programs 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Evaluate and monitor drill scenarios that empower staff and improve responses while providing resources and guidance for improvement. <b>Strategy's Expected Result/Impact:</b> Staff proficiency in safety and security protocols are monitored. Improved sense of order and security. Increased safety of students and staff. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Facilities Director of Safety and Security <b>Problem Statements:</b> District Processes & Programs 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Adopt and implement policies and procedures for new Title IX regulations. <b>Strategy's Expected Result/Impact:</b> The Board will adopt legal and local policies for the implementation of Title IX regulations. District and campus administrators will be equipped to investigate and resolve Title IX complaints. <b>Staff Responsible for Monitoring:</b> Title IX Coordinator General Counsel <b>Problem Statements:</b> District Processes & Programs 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May





No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

### District Processes & Programs

**Problem Statement 2:** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 2:** Financial Reform and Transparency: NISD will embrace a culture of financial reform and continued transparency through strategic budget analysis and long-term financial planning.

**Evaluation Data Sources:** 5Cast monthly financial reports

Government Finance Officers Association (GFOA) and Association of School Business Officials (ASBO) award applications for the Comprehensive Annual Financial Report (CAFR)

Updated financial services website to increase transparency

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Look ahead to the opportunities of the 87th Legislative Session and continued understanding of the laws and mandates from the 86th Legislative Session.</p> <ul style="list-style-type: none"> <li>- Analysis of continued tax rate compression</li> <li>- Monitor revenue projections based on current year values</li> <li>- Monitor the advancement of the Teacher Incentive Allotment</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of the financial impact of the 86th Legislative Session and potentials for the 87th Session. Managing the deficit budget adopted for the 2020-2021 fiscal year.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Executive Director of Financial Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p><b>Strategy 2:</b> Continue working toward a successful Voter-Approval Tax Rate Election (VATRE).</p> <ul style="list-style-type: none"> <li>- Educate the NISD community on the district's need for a VATRE and the impact on student learning and opportunities</li> <li>- Adjusting potential revenue impact via new TEA funding template</li> <li>- Strategic abandonment options for the potential outcome of the VATRE</li> <li>- Adjust staffing formulas and class size ratios for the potential outcome of the VATRE</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Successful VATRE in November 2020. Movement toward a balanced budget.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Executive Director of Financial Services Assistant Superintendent for Human Resources Executive Director of Human Resources Executive Director of Communications</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 3:</b> Implement a new Financial Information System. - Define project time line for a December 31, 2021 go-live date - Analysis of process and procedural changes to increase efficiencies - Parallel process to ensure accuracy of data <b>Strategy's Expected Result/Impact:</b> More efficient operations across all of NISD. <b>Staff Responsible for Monitoring:</b> Financial Services Department Human Resources Department Technology Division <b>Problem Statements:</b> District Processes & Programs 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Develop NISD budget vision and 5-year projection. - Analysis and implementation of strategic abandonment towards a balanced budget - Evaluate all programs fairly and equitably - Collaborative meetings to discuss program usage/effectiveness <b>Strategy's Expected Result/Impact:</b> Movement toward a more balanced annual budget. Defining what programs/services are most impactful for our students. Elimination of those programs/services that are not serving our students in the best way possible. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Executive Director of Financial Services Executive Cabinet <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Achieve the highest standards in financial accountability and transparency. - Earn a Superior rating on the annual school FIRST report - Receive the Certificate of Excellence in Financial Reporting from Association of School Business Officials (ASBO) and Government Finance Officers Association (GFOA) for the Comprehensive Annual Financial Report - Earn the Purchasing Award of Merit with Recognized Status from Texas Association of School Business Officials (TASBO) - Investigate The Texas Comptroller of Public Accounts' Transparency Stars program <b>Strategy's Expected Result/Impact:</b> Maintain or improve current bond ratings. Continue to bolster confidence and support in the community regarding Northwest ISD's financial management. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Executive Director of Financial Services Executive Director of Purchasing <b>Problem Statements:</b> District Processes & Programs 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Performance Objective 2 Problem Statements:

Demographics	
<b>Problem Statement 1:</b> As a fast-growth district, it is important that we stay ahead of the influx of development and the increase in population that comes with it. As the district	Northwest Independent School District Generated by Plan4Learning.com





grows, proper planning and constructing of new facilities is crucial to provide the learning environments that our community expects and the district has built a reputation on. Implementing district-wide planning processes in an effort to prepare us for the incoming growth is as critical as planning for the fiscal responsibility that comes with it. **Root Cause:** Our largest challenge is the available land for development that exist within our district's boundaries. This availability combined with the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district are drawing new residents and businesses to our area at a rapid rate.

District Processes & Programs
<b>Problem Statement 3:</b> Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' new school finance system. <b>Root Cause:</b> As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 3:** COVID-19: NISD will respond to the challenges of COVID-19, as well as abide by state and local guidance, in an effort to ensure instructional continuity and support the health and safety of all.

<b>Strategy 1:</b> Provide protocols, procedures, and support for the safety and well-being of our students and staff related to the COVID-19 pandemic. <b>Strategy's Expected Result/Impact:</b> Increase awareness and provide transparency on COVID-19 processes, data, and information. Continuous monitoring of NISD's protocols in response to federal, state, and local authorities and health departments. Actively respond to the needs of our campuses in response to COVID-19. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Facilities Executive Director of Benefits and Risk Management Executive Director of Student Services <b>Problem Statements:</b> District Processes & Programs 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Develop, implement, and refine a Remote Learning Plan to meet the needs of all virtual learners. <b>Strategy's Expected Result/Impact:</b> Meet the educational needs of students learning remotely due to COVID-19. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction All Curriculum and Instruction Executive Directors and Teams Principals <b>Problem Statements:</b> District Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Support the development of co-requisite skills to bridge content taught during remote learning with new grade-level content through curriculum design. <b>Strategy's Expected Result/Impact:</b> Address learning gaps due to school closure and spring remote learning to beginning of the year. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director for Curriculum and Professional Learning Curriculum Team <b>Problem Statements:</b> District Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 4:</b> Design and provide Connected Learning Training for all NISD teachers to support strong instructional practices with embedded technology tools for interactive learning. <b>Strategy's Expected Result/Impact:</b> Support teachers and increase capacity to effectively teach students remotely. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Executive Director of Technology Curriculum Team Instructional Technology Team <b>Problem Statements:</b> District Processes & Programs 2, 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 5:</b> Assess, add, and rebuild digital tools for remote and in-person learning. <b>Strategy's Expected Result/Impact:</b> Ensure technology infrastructure and resources are available to meet the needs of all students. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Technology Technology Team Instructional Technology Team <b>Problem Statements:</b> District Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





### Performance Objective 3 Problem Statements:

District Processes & Programs
<b>Problem Statement 1:</b> Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students. <b>Root Cause:</b> Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.
<b>Problem Statement 4:</b> With the onset of the COVID-19 pandemic, public school systems have been faced with how to continue to provide a continuity of instruction for students learning remotely while also providing instruction and support to students learning in-person. <b>Root Cause:</b> The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.
<b>Problem Statement 5:</b> We have an obligation to our students, staff, and community to provide a safe learning environment while responding to the COVID-19 pandemic. Beyond the safe learning environment, NISD will also need to take preventative measures, monitor protocols, and respond to any developments as a result of COVID-19. <b>Root Cause:</b> The new coronavirus disease (COVID-19) is causing an outbreak of respiratory illness and even deaths worldwide. The situation is rapidly evolving as the world learns more about the highly contagious disease. COVID-19 has sparked unprecedented preventative measures, including emergency health orders, required school closings, and recommendations for social-distancing and limiting large gatherings.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 4:** Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

<b>Strategy 1:</b> Expand representation and participation of members in the NISD Equity Committee. Intentionally recruit a range of district stakeholders to develop, implement and review equity, inclusion and diversity awareness for culturally proficient district employees, students, and families. <b>Strategy's Expected Result/Impact:</b> Ensure equity, inclusion, and diversity for students and staff across NISD. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Assistant Superintendent for Human Resources Curriculum and Instruction Executive Director Team Equity Committee members <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 <b>Problem Statements:</b> District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Create an NISD Equity Framework to ensure inclusivity and equity across all aspects of the organization. <b>Strategy's Expected Result/Impact:</b> Articulate what equity means in NISD. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Assistant Superintendent for Human Resources Curriculum and Instruction Executive Director Team Equity Committee members <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 3:</b> Provide opportunities for all staff to build cultural competency and understanding. <b>Strategy's Expected Result/Impact:</b> Build cultural competency and understanding. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Assistant Superintendent for Human Resources Curriculum and Instruction Executive Director Team Equity Committee members <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<b>Strategy 4:</b> Increase Historically Black Colleges and Universities (HBCU) and Hispanic Association of Colleges and Universities (HACU) partnerships, virtual opportunities, and parent education for post-secondary opportunities. <b>Strategy's Expected Result/Impact:</b> Increase the diversity of staff to better reflect students. Ensure equity, inclusion, and diversity for students and staff across NISD. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of College and Career Readiness and Innovation College and Career Readiness and Innovation Team <b>Title I Schoolwide Elements:</b> 3.2 <b>Problem Statements:</b> Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 5:</b> Increase student exposure to a variety of culturally diverse literature, resources, and activities that expose students to a various cultures, experiences, and people. <b>Strategy's Expected Result/Impact:</b> Ensure equity, inclusion, and diversity for students across NISD. Build cultural competency and understanding. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction Executive Director of Curriculum and Professional Learning Curriculum Team Campus principals and teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

#### Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Approximately 80-85% of NISD students at any grade level are reading on grade level at the end of each year. We continue to maintain our dedication to reaching 90% of all students reading on or above level as measured by local and state assessments. In addition, we see a need to increase the percent of students performing beyond that level and performing at the next higher level. Achievement gaps are present between student groups across the district, requiring focused attention and targeted instruction in order to close these gaps. <b>Root Cause:</b> Every year we welcome hundreds of new students into our NISD family. They come to us from a wide array of backgrounds. A root cause to our data remaining steady over the past years is attributed, partly, to our rapid growth. Our schools strive to quickly identify each child's strengths and areas of focus which takes expertise, time, and resources dedicated to knowing each child's needs. Additionally, we see challenges in equity among students from low socio-economic households, as well as students with special learning needs. Significant efforts are critical to closing these gaps and ensuring that every student achieves at high levels.
District Processes & Programs
<b>Problem Statement 1:</b> Exceptional, highly effective staff members are essential to providing a successful learning environment. NISD strives to maintain a highly effective and diverse staff to meet the needs of our students. <b>Root Cause:</b> Employees who do not feel adequately supported, valued for their expertise, or feel they are part of an inclusive environment are likely to seek employment elsewhere.
Perceptions
<b>Problem Statement 1:</b> Because of the social unrest and division in our nation, Northwest ISD has a responsibility to ensure a community of diverse learners and leaders. There is evidence that some students and staff may feel excluded and not treated equally in our district. We also realize that there are potential biases and gaps in opportunities due to cultural and economic barriers. Additionally, our staff demographics should be reflective of student demographics in order to better serve our students, and at present they are







not. **Root Cause:** Unintentional bias can lead to limited understanding and acceptance of people from other backgrounds, cultures, and/or ethnicities. The unique upbringing, experiences, and perceptions of each individual alters how they view and understand real and perceived equality issues. Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 5:** Fast-Growth Planning: NISD will continue planning a proactive response to district-wide growth.

**Evaluation Data Sources:** Quarterly demographic reports  
 TASB Staffing Reports  
 Completion of Professional Development Courses  
 Membership and involvement in the Fast Growth School Coalition

**Summative Evaluation:** None

<b>Strategy 1:</b> Continued engagement with the Long-Range Planning Committee and our community as a whole to educate the community regarding the bond referendums for 2020. <b>Strategy's Expected Result/Impact:</b> Provide information and answers to questions regarding the upcoming bond referendums. Engage community through virtual and in-person meetings that complement the planning committee's process and provide factual information regarding the items included in the bond referendums. Educate the staff, students, and community on the impact of being a fast growth school district. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Facilities Executive Director of Communications <b>Problem Statements:</b> Demographics 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>Strategy 2:</b> Implement a growth mindset throughout all departments. <b>Strategy's Expected Result/Impact:</b> Review of quarterly demographic reports. Review of TASB Staffing Reports. Annual needs assessments, along with continued professional development opportunities for all staff. Membership in Fast Growth Schools Coalition. <b>Staff Responsible for Monitoring:</b> Executive Cabinet <b>Problem Statements:</b> Demographics 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 1:</b> As a fast-growth district, it is important that we stay ahead of the influx of development and the increase in population that comes with it. As the district grows, proper planning and constructing of new facilities is crucial to provide the learning environments that our community expects and the district has built a reputation on. Implementing district-wide planning processes in an effort to prepare us for the incoming growth is as critical as planning for the fiscal responsibility that comes with it. <b>Root Cause:</b> Our largest challenge is the available land for development that exist within our district's boundaries. This availability combined with the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district are drawing new residents and businesses to our area at a rapid rate.

# Addendums

# District Improvement Plan Requirements

The detailed strategies of the 2020-2021 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

Requirements	NISD Action
1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	<ul style="list-style-type: none"> <li>• Literacy and Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling.</li> <li>• New courses have been developed and made available for our new to the country students that are second language learners. These newcomer courses will support these students' language needs.</li> </ul>
2. Methods for addressing needs of students for special programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Accelerated [TEC 11.252(c)(3)(H)]	<p>Student Services</p> <ol style="list-style-type: none"> <li>a. Suicide prevention - NISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for middle school students, and SOS for high school students. A parent letter is provided and parents can access the parent portal at <a href="https://sossignsofsuicide.org">https://sossignsofsuicide.org</a> Counselors follow the NISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources.</li> <li>b. Conflict resolution - NISD administrators, school counselors, and intervention counselors conduct mediation for students as needed. NISD adopted Social-Emotional Learning (SEL) competencies in 2018: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.</li> </ol>

	<p>c. Violence prevention - NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the district's anonymous tip line reporting system to report undesired or suspicious activity:  <a href="https://www.p3campus.com/TipForm.aspx?ID=229">https://www.p3campus.com/TipForm.aspx?ID=229</a>  Administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources are provided.</p> <p>d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia will receive training in MTA (Multisensory Teaching Approach). Continued job-embedded support with continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers.</p> <p>e. Accelerated education -</p> <ul style="list-style-type: none"> <li>• At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process.</li> <li>• Support for students accelerating across school levels (i.e. elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.</li> </ul>
3. Dropout reduction [TEC 11.255]	High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are

	<p>offered opportunities for credit acceleration and/or recovery through programs such as:</p> <ul style="list-style-type: none"> <li>• NISD's online Edgenuity program</li> <li>• Board approved correspondence courses (Texas Tech K-12 or UT K-12)</li> <li>• Texas Virtual School Network (TXVSN)</li> <li>• Credit by exams (Texas Tech K-12 or UT K-12)</li> <li>• Summer school</li> </ul> <p>High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons:</p> <ul style="list-style-type: none"> <li>• Excessive academic struggles</li> <li>• Returning from DAEP/probation/parole</li> <li>• Returning from inpatient/outpatient facility</li> <li>• Behavioral risk factors including drugs/alcohol</li> <li>• Conflict resolution/anger management</li> <li>• Qualifies for McKinney-Vento</li> <li>• In the custody or care of DFPS</li> <li>• Follow-up care for suicidal ideation, suicidal attempt, or self-harm</li> </ul> <p>Intervention counselors provide further opportunity for individual counseling, group counseling, or peer support programs.</p> <p>NISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.</p>
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	<p>NISD is a 1 to 1 district in grades PK-12. Each student is provided a device or the option to bring their own.</p> <p>Teacher training and technology is provided annually.</p>
5. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	<ul style="list-style-type: none"> <li>• NISD has adopted the TASB Model for SCOC</li> <li>• Staff training for Behavior Response to Intervention and Restorative Practices</li> </ul>

	<ul style="list-style-type: none"> <li>● FFI (LEGAL) Student Welfare Freedom from Bullying &amp; FFI (LOCAL) Student Welfare Freedom from Bullying</li> <li>● SB 2432 Harassment of a District Employee</li> <li>● Transition plans for students returning from DAEP or JJAEP</li> <li>● New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811)</li> </ul>
6. Dating violence [TEC 37.0831]	<p>NISD staff are trained in dating violence:</p> <ul style="list-style-type: none"> <li>● Statistics and information</li> <li>● NISD local policy, harassment</li> <li>● Definition and examples</li> <li>● Reporting procedures</li> <li>● Safety planning</li> </ul> <p>NISD students are trained in dating violence:</p> <ul style="list-style-type: none"> <li>● Healthy relationships vs. unhealthy relationships</li> <li>● Examples of abuse</li> <li>● Requesting help</li> </ul> <p>NISD administrators utilize an NISD stay-away agreement for students, when necessary.</p>
7. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]	<ul style="list-style-type: none"> <li>● NISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: <ul style="list-style-type: none"> <li>-factors indicating a child is at risk for sexual abuse or other maltreatment</li> <li>-likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment</li> <li>-internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional</li> <li>-techniques for reducing a child's risk of sexual abuse or other maltreatment</li> <li>-community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• All new employees also complete an additional 2-hour, Darkness to Light training specific to child sexual abuse</li> <li>• NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish</li> <li>• NISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body.</li> <li>• Elementary parents receive a letter regarding the P.S. It's My Body Program with resources on the district website.</li> <li>• ALL parents have access to the following Child/Sexual Abuse resources on the district website: <ul style="list-style-type: none"> <li>-Statistics</li> <li>-Prevention techniques</li> <li>-Warning signs of possible sexual abuse</li> <li>-Myths about child sexual abuse</li> <li>-How to respond to an outcry of abuse</li> <li>-Child/sexual abuse resources</li> </ul> </li> <li>• NISD campuses raise awareness and recognize the national child abuse prevention month, April</li> <li>• NISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help</li> <li>• NISD will be researching educational materials to provide to parents to help with their identification of sex trafficking.</li> <li>• See Addendum - Northwest ISD Board Policy BBD, BJCB, BQ, DMA, and FFG.</li> </ul>
<p>8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]</p>	<p>Actions:</p> <ul style="list-style-type: none"> <li>• All students grades 8-12 will have completed a Naviance interest survey.</li> <li>• All Professional Communications instructors will have taken Texas OnCourse Training.</li> <li>• All 8th grade students will complete professional communications or AVID and receive career education in these courses.</li> <li>• All district communication concerning programs of studies is made available to the public.</li> </ul>



	<ul style="list-style-type: none"> <li>• All programs of studies are aligned to postsecondary opportunities and workforce expectations.</li> <li>• All students in grades 9-12 have access to Career and Technical education.</li> <li>• Students are provided opportunities to earn dual credit in 4 CTE programs of study.</li> <li>• A secondary Career Resource Center beyond the Counseling Go Centers will be established at each high-school campus with a variety of career interest materials available for free in various languages.</li> </ul>
9. Strategies for recruiting highly effective teachers	<p>HR</p> <ul style="list-style-type: none"> <li>• University job fairs</li> <li>• Host District job fair</li> <li>• Competitive salaries and insurance benefits</li> </ul> <p>CCR:</p> <ul style="list-style-type: none"> <li>• Strategically seek applicants who meet current requirements for dual credit through Tarrant County College.</li> <li>• Advertise career opportunities with Career and Technical Teacher organizations i.e. VATAT, CTAT, ACTE etc.</li> <li>• Utilize industry partnerships such as Medstar and Medical City Alliance to secure industry professionals with teaching credentials for medical training programs within NISD.</li> </ul>
<p>10. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about</p> <ol style="list-style-type: none"> <li>a. higher education admissions and financial aid opportunities</li> <li>b. the TEXAS grant program and the Teach for Texas grant program</li> <li>c. the need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]</li> </ol>	<ul style="list-style-type: none"> <li>• All students complete a 4 year plan</li> <li>• College and Career Facilitators have been added to help assist the number of students enrolling and pursuing post secondary opportunities in high school.</li> <li>• All secondary students are afforded information, assistance and advisement concerning FASFA.</li> <li>• Texas Tech University College Counselor will work directly with students concerning postsecondary opportunities.</li> <li>• All secondary students will have access to Naviance.</li> </ul>

11. Staff development for professional staff of the district [TEC 11.252(3)(F)]	<p>CCR</p> <ul style="list-style-type: none"> <li>● Introduce CTE Externship program fully for 2019-2020. Award 10 Summer Externships for teachers to experience industry opportunities.</li> <li>● Cross train all STEM Science and Math content teachers in PLTW core training.</li> <li>● Establish membership and drive participation by CTE teachers in the North Central Texas Professional Learning Network (NCTX PLAN)</li> <li>● Ensure all Math and Science CTE teachers have completed Texas Gateway Courses.</li> <li>● Establish Industry advisory boards for all NISD Programs of Study</li> </ul>
12. Freedom from bullying policy	<ul style="list-style-type: none"> <li>● NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the District’s anonymous tip line reporting system to report undesired or suspicious activity: <a href="https://www.p3campus.com/TipForm.aspx?ID=229">https://www.p3campus.com/TipForm.aspx?ID=229</a></li> <li>● See Addendum - Northwest ISD Board Policy FFI (Legal) and FFI (Local)</li> </ul>
13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081	<ul style="list-style-type: none"> <li>● NISD contracts with local entities to provide school resource officers.</li> </ul>
14. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy (Senate Bill 11)	<ul style="list-style-type: none"> <li>● NISD staff are required to complete annual trauma-informed care &amp; grief training</li> <li>● See Addendum - Northwest ISD Board Policy BQ, DMA, and FFBA.</li> </ul>
15. State Compensatory Education Program	<ul style="list-style-type: none"> <li>● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RtI strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities.</li> <li>● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk</li> </ul>

	<p>teachers, Rtl teachers, truancy intervention counselor, Family &amp; Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists</p>
<p>16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]</p>	<ul style="list-style-type: none"> <li>● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of academic school year as required by the Texas Education Agency.</li> <li>● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, child care assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction.</li> <li>● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.</li> </ul>
<p>Title 1A</p>	<ul style="list-style-type: none"> <li>● District level parental involvement activities, training and support through Parents As Teachers program</li> <li>● Additional staff provided to Title 1 campuses (CIT, intervention specialist, and aides)</li> <li>● Parenting education</li> </ul>
<p>Title ID</p>	<ul style="list-style-type: none"> <li>● Activities that facilitate the transition of from the correctional program in an institution to employment <ul style="list-style-type: none"> <li>○ motivational speakers</li> <li>○ job skill training</li> </ul> </li> <li>● Academic support</li> </ul>
<p>Title II</p>	<ul style="list-style-type: none"> <li>● New teacher induction program</li> <li>● Professional development and training for instructional leaders</li> <li>● Rtl coordinator salary</li> <li>● ESL certification reimbursement</li> <li>● Private non-profit school partnership</li> <li>● New district wide dyslexia program training and materials</li> </ul>
<p>Title III</p>	<ul style="list-style-type: none"> <li>● ESL/Bilingual Instructional coach</li> <li>● Bilingual Parents As Teachers &amp; Newcomers staff</li> </ul>

	<ul style="list-style-type: none"> <li>● Parent liaison</li> </ul>
Title IV	<ul style="list-style-type: none"> <li>● Hot spots to increase at-risk students accessibility to credit recovery</li> <li>● SEL staff training</li> <li>● AP exam support for FRL students</li> <li>● College tuition support for FRL students</li> <li>● OnRamps textbook support for FRL</li> <li>● Duke Tip support for FRL</li> <li>● Enrichment summer camps for FRL</li> <li>● Private non-profit school partnerships</li> </ul>

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

“Bullying”:

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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

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

**Policy**

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

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

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

**Internet Posting**

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

**Prevention and  
Mediation**

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

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

*Education Code 37.0832*

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

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

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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



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

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

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

**Open Meetings Act  
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Texas Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

*Gov't Code 551.005*

**Public Information  
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required  
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The continuing education required under Education Code 11.159 applies to each member of the board and consists of orientation sessions, an annual team-building session with the board and the superintendent, and specified hours of continuing education based on identified needs. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

The SBOE's framework for governance leadership [see BBD(EX-HIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

No continuing education shall take place during a board meeting unless that meeting is called for the delivery of board member continuing education. Continuing education may take place before or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(c)*

Annually, the SBOE shall commend those board-superintendent teams that receive at least eight hours of continuing education in

the continuing education specified at Team Building and Annual Continuing Education below as an entire board-superintendent team.

Annually, the SBOE shall commend those board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

*19 TAC 61.1(k), (l)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within ten business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Orientation

*Local District  
Orientation*

Each new board member shall participate in a local district orientation session within one year before or 120 days after the board member's election or appointment. The purpose of this orientation is to familiarize new board members with local board policies and procedures and district goals and priorities. The orientation shall be at least three hours in length for each new board member and, in addition to topics chosen by the district, shall address local district practices in curriculum and instruction, business and finance operations, district operations, superintendent evaluation, and board member roles and responsibilities.

Any sitting board member may attend or participate in the local district orientation.

*19 TAC 61.1(b)(1)(A)*

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

<i>Education Code Orientation</i>	A sitting board member shall receive a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special but not exclusive emphasis on statutory provisions related to governing Texas school districts. The orientation shall be delivered by regional education service centers and shall be no less than three hours in length. Topics shall include Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).
New Members	A newly elected or appointed board member shall receive the Education Code orientation within the first 120 days of service.
Current Members	<p>The Education Code orientation shall be open to any sitting board member who chooses to attend.</p> <p><i>19 TAC 61.1 (b)(1)(B)</i></p>
Legislative Updates	After each session of the Texas Legislature, each board member shall receive an update to the basic orientation to the Education Code from a regional education service center or any registered provider. A board member who has attended a basic orientation session given by a service center that incorporates the most recent legislative changes is not required to attend an update. <i>19 TAC 61.1(b)(1)(C)</i>
Team Building	<p>Annually, the entire board, including all board members, shall participate with their superintendent in a team-building session facilitated by a regional education service center or any registered provider. The team-building session shall be at least three hours in length.</p> <p>The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team. The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. The assessment of needs shall be based on the framework for governance leadership [see BBD(EXHIBIT)] and shall be used to plan continuing education activities for the governance leadership team for the year.</p> <p><i>19 TAC 61.1(b)(2)</i></p>
Annual Continuing Education	In addition to the continuing education requirements at Orientation and Team Building above, each board member shall receive additional continuing education on an annual basis in fulfillment of assessed needs and based on the framework for governance leadership. [See BBD(EXHIBIT)] The continuing education may be

provided by a regional education service center or other registered provider. 19 TAC 61.1(b)(3)

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with a board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials. 19 TAC 61.1(h)

*First Year*

In the first year of service, a board member shall receive at least ten hours of continuing education in fulfillment of assessed needs. Up to five of the required ten hours may be fulfilled through online instruction, provided the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. 19 TAC 61.1(b)(3)(A)

*Subsequent Years*

After the first year of service, a board member shall receive at least five hours of continuing education annually in fulfillment of assessed needs. A board member may fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. 19 TAC 61.1(b)(3)(B)

*Board President*

A board president shall receive continuing education related to leadership duties of the board president as some portion of the annual requirement. 19 TAC 61.1(b)(3)(C)

Evaluating Student  
Academic  
Performance

Each board member shall complete continuing education every two years on evaluating student academic performance.

The purpose of the training is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

19 TAC 61.1(b)(4)

*Authorized  
Provider*

An authorized provider for training on evaluating student academic performance is a provider who is registered pursuant to 19 Administrative Code 61.1(f) and has demonstrated proficiency in the content required [see Contents, below]. 19 TAC 61.1(b)(4)(C)

*Contents*

The training on evaluating student academic performance shall be at least three hours in length and include, at a minimum, the following:

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

1. Instruction in school board behaviors correlated to improved student outcomes with emphasis on inputs, outcomes, and collaborative student outcome goal setting;
2. Instruction in progress monitoring to improve student outcomes with emphasis on progress monitoring practices, formative assessments, interim assessments, and summative assessments; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the Education Code Chapter 39, and the state accountability rating system.

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to receive training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Texas Open Meetings Act.

*19 TAC 61.1(b)(4)*

Identifying and  
Reporting Abuse

The SBOE shall require a trustee to complete every two years at least one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.

Time for Completion

A candidate may complete the training on evaluating student academic performance or identifying and reporting abuse up to one year before the candidate is elected.

A new trustee shall complete the training within 120 days after the date of the trustee's election or appointment.

A returning trustee shall complete the training by the second anniversary of the completion of the trustee's previous training.

*Education Code 11.159(c)(2), (c-2)*

Training Provider

A trustee or candidate may complete the training on evaluating student academic performance or identifying and reporting abuse at a regional education service center or through another authorized provider. *Education Code 11.159(d)*

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**Note:** For cybersecurity training requirements, see CQB(LEGAL).

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**Team Building**

The superintendent's participation in team building sessions as part of the board's continuing education [see BBD] shall represent one component of the superintendent's ongoing professional development. *19 TAC 61.1(b)*

**Identifying and  
Reporting Abuse**

Continuing education requirements for a superintendent must include at least two and a half hours of training every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children. *Education Code 21.054(h)*



PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

**Planning and  
Decision-Making  
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

*Education Code 11.251(g), .252(e), .253(f)*

**Evaluation**

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative  
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

*Education Code 11.251(d)*

**Federal  
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

**Required Plans**

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

*Education Code 11.251(a)*

Shared Services  
Arrangement for  
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

*19 TAC 103.1201(b)*

District  
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
  - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
  - b. Methods for addressing the needs of students for special programs, including:
    - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
    - (2) Conflict resolution programs;
    - (3) Violence prevention programs; and
    - (4) Dyslexia treatment programs.
  - c. Dropout reduction.
  - d. Integration of technology in instructional and administrative programs.
  - e. Discipline management.
  - f. Staff development for professional staff of a district.
  - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
  - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
  - a. Higher education admissions and financial aid opportunities.

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

- b. The TEXAS grant program and the Teach for Texas grant program.
  - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
  - d. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
  - 6. Staff responsible for ensuring the accomplishment of each strategy.
  - 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
  - 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
  - 9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

*Education Code 11.252(a)*

- 10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]
- 11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
- 12. A dating violence policy that must:
  - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
  - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

*Education Code 37.0831* [See FFH]

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:
  - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
  - b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
  - c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

*Education Code 11.252(a)(9), 38.0041*

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
  - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
  - b. Student academic performance data;
  - c. Student attendance rates;
  - d. The percentage of students who are educationally disadvantaged;
  - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
  - f. Any other indicator recommended by the local school health advisory council.

*Education Code 11.253(d)*

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

**Staff Development**

Educator

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.

Principal

The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

*Education Code 21.451(a), (a-1)*

Training Specifics—  
Educators

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]

Staff development may include:

1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;
2. Training in preventing, identifying, responding to, and reporting incidents of bullying;
3. Digital learning; and
4. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

The digital learning training must discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

*Education Code 21.451(b)–(d), (d-3), (g)*

*Students with  
Disabilities*

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.

A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.

*Education Code 21.451(d)(2), (e)–(f)*

Suicide Prevention

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by Texas Education Agency (TEA) rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

*Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013*

Staff Development  
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for



**Mental Health  
Support Programs**

deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

The Texas Department of State Health Services (DSHS), in coordination with TEA and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each school district may select from the list a program or programs appropriate for implementation in the district:

1. Early mental health intervention;
2. Mental health promotion;
3. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
4. Substance abuse prevention and intervention;
5. Suicide prevention;
6. Grief-informed and trauma-informed practices;
7. Positive behavior interventions and supports and positive youth development; and
8. Safe, supportive, and positive school climate.

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

Required Training

A district shall provide training described in components 1–3, above, for teachers, counselors, principals, and all other appropriate personnel. The district may use a program from the DSHS list above to satisfy the training requirements. [See Mental Health Support Programs, above]

A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

*Health and Safety Code 161.325*

**Child Abuse, Sex  
Trafficking, and  
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see BQ, district improvement plan, and FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided as part of employee orientation to all new employees and to existing district employees on a schedule adopted by TEA until all district employees have taken the training. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse, sex trafficking, or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse, sex trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, sex trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

4. Techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for district employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

*Education Code 38.0041(c)–(f)*

**Trauma-Informed  
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees. [See BQ, FFBA] *Education Code 38.036(c)*

**Student Discipline**

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

*Education Code 37.0181*

**Test Administration  
Procedures**

A district shall ensure that test coordinators and administrators receive training to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner. *19 TAC 101.3031(c)*

**Cybersecurity  
Training**

Employees identified by the district with access to a district computer system or database must complete a cybersecurity training program selected by the board. [See CQB] *Gov't Code 2054.5191(a-1)*

**Special Programs  
Training**

Texas Adolescent  
Literacy Academies

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
  - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
  - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

*Education Code 21.4551(c), (e); 19 TAC 102.1101*

Teacher Literacy  
Achievement  
Academies

A district shall ensure that:

1. Not later than the 2021–22 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2021–22 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 before the teacher's or principal's first year of placement in that grade level or campus.

*Education Code 28.0062(a)(2)*

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented  
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2*

Elective Bible  
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner with respect to Bible elective courses.

*Education Code 28.011(f)*

**Automated External  
Defibrillators**

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002.

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

*Education Code 22.902*

**Extracurricular  
Activity Safety  
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program:

1. A coach or sponsor for an extracurricular athletic activity;
2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training must be conducted by the University Interscholastic League (UIL) or by another organization as determined by the UIL.

*Education Code 33.202(b), (e), (f); 19 TAC 76.1003*

**Records**

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

*Education Code 33.206; 19 TAC 76.1003(e)*

**Steroids**

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or

2. A comparable program developed by the district or a private entity with relevant expertise.

*Education Code 33.091(c-1)*

**Concussions**

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

*Education Code 38.158*

**Seizure Recognition  
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

*Education Code 38.033(a), (b)*

[See FFAF for information about a seizure management and treatment plan.]

STUDENT WELFARE  
CHILD ABUSE AND NEGLECT

FFG  
(LEGAL)

**Policies and  
Programs**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

**Duty to Report**

By Any Person

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

*Abuse of Persons  
with Disabilities*

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

*Human Resources Code 48.051, .052, .054*

By a Professional

Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.

*Family Code 261.101(b)*

Adult Victims of  
Abuse

A person or professional shall make a report in the manner required above if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person



or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

Psychotropic Drugs  
and Psychological  
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

*Education Code 26.0091; Family Code 261.111(a)* [See FFAC]

**Contents of Report**

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

*Family Code 261.102, .104*

**To Whom Reported**

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made under item 3, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

*Family Code 261.103(a); 19 TAC 61.1051(a)(1)*

STUDENT WELFARE  
CHILD ABUSE AND NEGLECT

FFG  
(LEGAL)

JJAEPs	Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. <i>Family Code 261.405(a)(4)(A), (b)</i>
<b>Immunity from Liability</b>	<p>A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. <i>Family Code 261.106</i></p> <p>A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. <i>Family Code 261.110</i> [See DG]</p>
<b>Criminal Offenses</b>	A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.
Failure to Report	<p>A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.</p> <p><i>Family Code 261.109</i></p>
False Report	A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. <i>Family Code 261.107(a)</i>
Coercion	A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. <i>Penal Code 39.06</i>
<b>Confidentiality of Report</b>	A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act), and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. <i>Family Code 261.201(a)(1)</i>

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

**SBEC Disciplinary Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006 and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

**Investigations**

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Texas Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

**Reporting Policy**

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261.

The policies must require every school employee, agent, or contractor who suspects child abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To

Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion.

The policies must be consistent with the Family Code, Chapter 261, and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Prohibitions against interference with an investigation of a report of child abuse or neglect, including:
  - a. The prohibition, under Family Code 261.302 and 261.303, against denying an investigator's request to interview a student at school; and
  - b. The prohibition, under Family Code 261.302, against requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy;
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above]; and
7. The current toll-free number for DFPS.

The policies must not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

*19 TAC 61.1051(a)*

Annual Distribution  
and Staff  
Development

The policies shall be distributed to all personnel at the beginning of each school year and shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(b)*

Each school year, a district shall provide training as required by Education Code 38.0041 to all new district employees as a part of new employee orientation. [See DH and DMA] *Education Code 38.0041; 19 TAC 61.1051(c)*

**Required Poster**

A district shall place a poster of the following specifications at every campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The poster must:

1. Be in a format and language that is clear, simple, and understandable to students;
2. Be in English and in Spanish;
3. Be 11 inches x 17 inches or larger;
4. Be in large print;
5. Be placed at eye-level to the student for easy viewing; and
6. Include the following information:
  - a. The current toll-free DFPS Abuse Hotline telephone number (in bold print);
  - b. Instructions to call 911 for emergencies; and
  - c. Directions for accessing the DFPS [Texas Abuse Hotline website](http://www.txabusehotline.org)<sup>1</sup> for more information on reporting abuse, neglect, and exploitation.

*Education Code 38.0042; 19 TAC 61.1051(e), (f)*

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<sup>1</sup> Texas Abuse Hotline website: <http://www.txabusehotline.org>

**Reporting Child  
Abuse and Neglect**

Any person who has cause to believe that a child has been or may be abused or neglected by any person shall make a report immediately as required by law.

Reports shall be made in accordance with FFG(EXHIBIT).

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

## Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

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### **What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?**

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact Carri Eddy, Ed.D., Executive Director of Student Services at (817) 215-0079.

### **What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?**

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

### **Are there any restrictions on reporting?**

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### **To whom do I make a report?**

Reports may be made to any of the following:

- The CPS division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the web at [www.txabusehotline.org](http://www.txabusehotline.org); or
- One of the local law enforcement agencies:

Argyle (940) 464-7254

STUDENT WELFARE  
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FFG  
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Fort Worth (817) 335-4222

Justin (940) 648-2911

Newark (817) 489-2201

Rhome (817) 636-2400

Roanoke (817) 491-6052

Trophy Club (972) 434-5500

- One of the County Sheriff Departments:

Denton County (940) 349-1700

Tarrant County (817) 884-1111

Wise County (940) 627-5971

- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or to another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

**Will my report be kept confidential?**

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

**Will I be liable in any way for making a report?**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**What will happen if I don't report suspected child abuse or neglect?**

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and



- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

**What are my responsibilities regarding investigations of abuse or neglect?**

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

**Planning and  
Decision-Making  
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

*Education Code 11.251(g), .252(e), .253(f)*

**Evaluation**

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative  
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

*Education Code 11.251(d)*

**Federal  
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

**Required Plans**

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

*Education Code 11.251(a)*

Shared Services  
Arrangement for  
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

*19 TAC 103.1201(b)*

District  
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
  - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
  - b. Methods for addressing the needs of students for special programs, including:
    - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
    - (2) Conflict resolution programs;
    - (3) Violence prevention programs; and
    - (4) Dyslexia treatment programs.
  - c. Dropout reduction.
  - d. Integration of technology in instructional and administrative programs.
  - e. Discipline management.
  - f. Staff development for professional staff of a district.
  - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
  - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
  - a. Higher education admissions and financial aid opportunities.

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

- b. The TEXAS grant program and the Teach for Texas grant program.
  - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
  - d. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
  - 6. Staff responsible for ensuring the accomplishment of each strategy.
  - 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
  - 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
  - 9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

*Education Code 11.252(a)*

- 10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]
- 11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
- 12. A dating violence policy that must:
  - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
  - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

*Education Code 37.0831* [See FFH]

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:
  - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
  - b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
  - c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

*Education Code 11.252(a)(9), 38.0041*

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
  - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
  - b. Student academic performance data;
  - c. Student attendance rates;
  - d. The percentage of students who are educationally disadvantaged;
  - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
  - f. Any other indicator recommended by the local school health advisory council.

*Education Code 11.253(d)*

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

**Staff Development**

Educator

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.

Principal

The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

*Education Code 21.451(a), (a-1)*

Training Specifics—  
Educators

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]

Staff development may include:

1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;
2. Training in preventing, identifying, responding to, and reporting incidents of bullying;
3. Digital learning; and
4. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

The digital learning training must discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

*Education Code 21.451(b)–(d), (d-3), (g)*

*Students with  
Disabilities*

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.

A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement



PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LEGAL)

the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.

*Education Code 21.451(d)(2), (e)–(f)*

Suicide Prevention

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by Texas Education Agency (TEA) rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

*Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013*

Staff Development  
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for

deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

**Mental Health  
Support Programs**

The Texas Department of State Health Services (DSHS), in coordination with TEA and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each school district may select from the list a program or programs appropriate for implementation in the district:

1. Early mental health intervention;
2. Mental health promotion;
3. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
4. Substance abuse prevention and intervention;
5. Suicide prevention;
6. Grief-informed and trauma-informed practices;
7. Positive behavior interventions and supports and positive youth development; and
8. Safe, supportive, and positive school climate.

"School climate" means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and

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(LEGAL)

3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

Required Training

A district shall provide training described in components 1–3, above, for teachers, counselors, principals, and all other appropriate personnel. The district may use a program from the DSHS list above to satisfy the training requirements. [See Mental Health Support Programs, above]

A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

*Health and Safety Code 161.325*

**Child Abuse, Sex  
Trafficking, and  
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see BQ, district improvement plan, and FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided as part of employee orientation to all new employees and to existing district employees on a schedule adopted by TEA until all district employees have taken the training. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse, sex trafficking, or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse, sex trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, sex trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

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DMA  
(LEGAL)

4. Techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for district employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

*Education Code 38.0041(c)–(f)*

**Trauma-Informed  
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees. [See BQ, FFBA] *Education Code 38.036(c)*

**Student Discipline**

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

*Education Code 37.0181*

**Test Administration  
Procedures**

A district shall ensure that test coordinators and administrators receive training to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner. *19 TAC 101.3031(c)*

**Cybersecurity  
Training**

Employees identified by the district with access to a district computer system or database must complete a cybersecurity training program selected by the board. [See CQB] *Gov't Code 2054.5191(a-1)*

**Special Programs  
Training**

Texas Adolescent  
Literacy Academies

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
  - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
  - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

*Education Code 21.4551(c), (e); 19 TAC 102.1101*

Teacher Literacy  
Achievement  
Academies

A district shall ensure that:

1. Not later than the 2021–22 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and

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DMA  
(LEGAL)

2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2021–22 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 before the teacher's or principal's first year of placement in that grade level or campus.

*Education Code 28.0062(a)(2)*

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented  
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2*

Elective Bible  
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner with respect to Bible elective courses.

*Education Code 28.011(f)*

**Automated External  
Defibrillators**

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002.

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

*Education Code 22.902*

**Extracurricular  
Activity Safety  
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program:

1. A coach or sponsor for an extracurricular athletic activity;
2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training must be conducted by the University Interscholastic League (UIL) or by another organization as determined by the UIL.

*Education Code 33.202(b), (e), (f); 19 TAC 76.1003*

**Records**

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

*Education Code 33.206; 19 TAC 76.1003(e)*

**Steroids**

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or

2. A comparable program developed by the district or a private entity with relevant expertise.

*Education Code 33.091(c-1)*

**Concussions**

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

*Education Code 38.158*

**Seizure Recognition  
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

*Education Code 38.033(a), (b)*

[See FFAF for information about a seizure management and treatment plan.]



**Trauma-Informed  
Care Policy**

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
  - a. Increasing staff and parent awareness of trauma-informed care; and
  - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

*Education Code 38.036(a)–(b)*

**Training**

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Health and Safety Code 161.325;
2. As part of any new employee orientation for all new district educators; and
3. To existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.

For any training under this provision, a district shall maintain records that include the name of each district staff member who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

*Education Code 38.036(c)–(d), (f)*

**Reporting to TEA**

A district shall report annually to TEA the following information for the district as a whole and for each school campus:

1. The number of teachers, principals, and counselors employed by the district who have completed training under this provision; and
2. The total number of teachers, principals, and counselors employed by the district.

*Education Code 38.036(e)*

**Trauma-Informed  
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.