ALTO ISD

Alto ISD District Improvement Plan
2020/2021

Quality at all levels, quality in all endeavors, and accountability for all responsibilities.

Kelly West
244 County Road 2429 Alto, Texas 75925
936-858-7101
kwest@alto.esc7.net

Date Reviewed: 09/09/2020   Date Approved: 10/19/2020

ALTO ISD

Mission

It shall be the mission of the Alto Independent School District to educate all of its students to the fullest capacity possible of each student. This shall include the opportunity to develop, within a comprehensive curriculum, the ability to think logically, independently, creatively, and to communicate effectively. Quality at all levels, equity in all endeavors, and accountability for all responsibilities shall be the characteristics of the district. The Alto ISD, therefore, shall use every reasonable resource to provide a living education of culturally diverse students in order that, upon graduation, those students are qualified to meet the developments and uncertainties of the future.

ALTO ISD Site Base

Name	Position
West, Kelly	Superintendent
Low, Paula	Accountability & Special Programs
Townsend, Misty	Curriculum & Instruction
Redd-Dorsey, Shanequa	High School Principal
Lucas, Krystin	Middle School Principal
Mabry, Candis	Elementary Principal
Watson, Tonya	High School Counselor
Jones, LeAnn	Middle School Student Services
Meeks, Laci	Elementary Counselor
Clinch, Heather	CTE & Ag Director / HS Teacher
McCready, Tracey	Special Education Rep / MS Teacher
Moore, Janette	ESL Rep / Elementary Teacher
Westbrook, Rachael	Parent
Lovell, Holly	Parent
Middleton, Amber	Parent
Verdell, Cecill	Community Member
Duplichain, Jason	Community Member

Resources

Resource	Source
Title 1 - Contracted Services	Federal
Title I	Federal
Title II, Part A	Federal
Title IV Safe and Drug Free	Federal
Title V, Part B	Federal
Local Funds	Local
Local Funds - Contracted Services	Local
Local Districts	Other
IMA Funds - Contracted Services	State
IMA Funds - Textbooks	State
State Compensatory	State
State Compensatory - Supplies	State

ALTO ISD

Goal 1. GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 1. Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Empower delivery of TEKS/STAAR based instruction through development and use of a vertically and horizontally aligned curriculum. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, C/I Director, Teacher(s)	Each quarter	(S)State Compensatory - Supplies - $10,850	10/06/20 - Significant Progress
2. Create an environment of increased accountability for all staff: * Lesson plans reflecting implementation of aligned curriculum (TEKS Resources) * Administrator Walk-Throughs * Regularly scheduled grade level and department meetings * Special Education Teachers attending all grade-level meetings * Teachers & Administrators follow a 3 tiered process (RTI/SuccessEd) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Department Chairs, Lead Teachers, Teacher(s)	Each quarter	(L)Local Funds, (S)IMA Funds - Contracted Services - $5,300	10/06/20 - Significant Progress
3. Create assessments in core areas once every three weeks to check for mastery. At the end of each quarter give a Progress Check for that nine week period. Accommodate assessments for students taking STAAR -Alt 2. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teacher(s)	Each three weeks	(L)Local Funds	10/06/20 - On Track
4. Utilize disaggregated data from nine weeks assessments to target students not reaching expectations. (Target Group: All) (Strategic Priorities: 2,4)	Teacher(s)	Each quarter	(L)Local Funds - $11,437	10/06/20 - Pending
5. Administer Beginning of Year Assessments, TEA Interim Assessments during the opportunity window and STAAR pretests in the spring prior to testing date. (Target Group: All) (Strategic Priorities: 2,4)	A/A Director, Administrators, Teacher(s)	Fall & Spring	(L)Local Funds	10/06/20 - Completed
6. Provide additional support for students not achieving expected TEKS/STAAR mastery: * Tutorials before school; after school spring	Administrators, Teacher(s)	Fall & Spring	(F)Title V, Part B - $5,555, (L)Local Funds, (S)State Compensatory	10/06/20 - On Track

ALTO ISD

Goal 1. GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 1. Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
semester * Individualized intervention plan for special education students * Individualized instruction for non-achieving students during CMC * Enrichment period * Lengthen school day (Target Group: All) (Strategic Priorities: 2,4)				
7. Create a learning community of high expectations for all students: * Strict enforcement of the Student Code of Conduct * Shared pride in accomplishments and campus appearance (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s), Teacher(s)	Fall & Spring	(L)Local Funds	10/06/20 - Pending
8. Continue requirement of writing across the curriculum. Response graded for content, complete sentences, correct punctuation and capitalization. (Target Group: All) (Strategic Priorities: 2,4)	Teacher(s)	Each quarter	(L)Local Funds	10/06/20 - On Track
9. Require STAAR writing sample each nine weeks in all ELA classes. (Target Group: All) (Strategic Priorities: 2,4)	ELA Teachers	Each quarter	(L)Local Funds	10/06/20 - On Track
10. Utilize SCE funds to support implementation of Title 1 school-wide strategies. (Target Group: All) (Strategic Priorities: 2,4)	Administrators	Each quarter	(S)State Compensatory	10/06/20 - On Track
11. Require STAAR-based activities in all core content classes. Target: * Higher level and critical thinking skills * Process skills * Implementing TEKS Resource Systems * Bell Ringers * Exit Tickets (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teacher(s)	Each quarter	(F)Title VI, Part B Rural/Low Income - $1,000, (L)Local Funds	10/06/20 - On Track

ALTO ISD

Goal 1. GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 1. Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Recruit and maintain certified and highly qualified teachers: * Pay above state base * STAAR Incentive * SpEd Incentive * Attendance Incentives * Master's Incentive * Longevity incentives * Math Stipend * Science Stipend * COVID Incentive * Fall Incentive * ESL Incentive (Target Group: All) (Strategic Priorities: 1)	Administrators, Central Office	Fall & Spring	(F)Title I - $90,444, (F)Title II, Part A - $310, (L)Local Funds - $480,750	10/06/20 - Completed
13. Recruit and maintain highly qualified paraprofessional staff. * Paraprofessional institute * Tiered Para Incentive (Target Group: All) (Strategic Priorities: 1)	Administrators	Fall & Spring	(F)Title I - $2,870	10/06/20 - On Track 10/06/20 - Completed
14. Provide local and out-of-district capacity building professional development opportunities for all staff: * Curriculum Alignments and Sequencing * Differentiating Instruction * Closing the Achievement Gap * Cultural Diversity Awareness * Instructional Leadership Training * New Principal Academy * Accelerating Instruction * New teacher orientation/mentoring * Enforcement of Code of Conduct (Discipline strategies, classroom management, conflict resolution) * Technology * Writing support for ELA teachers * Support for general ed teachers providing instruction for special education students	Administrators	Fall & Spring	(F)Title I - $6,500, (F)Title II, Part A - $9,000, (F)Title IV Safe and Drug Free - $3,500, (F)Title V, Part B - $9,000, (L)Local Funds - $4,500	10/06/20 - On Track

ALTO ISD

Goal 1.   GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 1.   Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Accommodations, Behavior Intervention Plans) * Region VII workshops * Importance/value of family involvement * Content -specific workshops (updates, conferences) * Doug Curry Training * Update training for common awareness of district policies and procedures for student identification, placement and monitoring in all special programs (Dyslexia/related disorders, SpEd, GT, ESL, At-Risk, RD) (Target Group: All) (Strategic Priorities: 1,2,4)				
15. Use disaggregated STAAR data to plan class placement and instruction. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor(s)	Fall	(L)Local Funds	10/06/20 - Pending
16. Provide additional support for second language learners. * ELA teachers at all levels obtaining ESL certification * Explore possibility of an additional Spanish speaking paraprofessional to assist in translating * Rosetta Stone (Target Group: ESL) (Strategic Priorities: 2,4)	Administrators, Counselor(s), ELA Teachers, ESL Teacher, Teacher(s)	Fall & Spring	(F)Title II, Part A - $500, (F)Title III Bilingual / ESL, (L)Local Funds - $2,200	10/06/20 - On Track
17. Monitor quality of instruction and assessment. (Target Group: All) (Strategic Priorities: 2,4)	Administrators	Each week	(F)Title I, (L)Local Funds	10/06/20 - On Track
18. Implementation of district-wide Dyslexia teacher. (Target Group: Dys,504) (Strategic Priorities: 2,4)	Administrators	Fall	(L)Local Funds - $41,218	10/06/20 - Completed
19. Implementation of new ELAR curriculum. * Fontis & Pinnell * Handwriting without Tears * Units of Study (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic	Administrators, C/I Director, ELA Teachers	Ongoing	(L)Local Funds, (S)IMA Funds - Textbooks - $42,000	10/06/20 - On Track

ALTO ISD

Goal 1. GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 1. Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2,4)				
20. Restructuring of Elementary master schedule to optimize time in core classes. (Target Group: PRE K,K,1st,2nd,3rd,4th) (Strategic Priorities: 2,4)	Administrators, C/I Director, Counselor(s)	Fall	(L)Local Funds	10/06/20 - Completed
21. Provide incentive opportunities for all students passing nine weeks test which prepare students for STAAR / IEP expectations on STAAR-Alt 2. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teacher(s)	Each quarter	(L)Local Funds	10/06/20 - On Track
22. Analyze STAAR-Alt2 results and other data to appropriately include special education students in regular classes. (Target Group: SPED) (Strategic Priorities: 2,4)	A/A Director, Administrators, Special Ed Teachers	Fall & Spring	(L)Local Funds	Criteria: Review at ARD's 10/06/20 - Pending
23. Continue to utilize Content Mastery for any student requiring additional academic support. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor(s), Special Ed Teachers, Teacher(s)	Ongoing	(F)Title I, (L)Local Funds	10/06/20 - Some Progress
24. Continue Vertical Teaming between elementary, middle school, and high school campuses. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teacher(s)	Fall & Spring	(L)Local Funds	10/06/20 - Some Progress
25. Implementation of Renaissance Learning (Accelerated Reading), IXL Math & Grammar, IStation (EC), Education Galaxy (Elem), Edmentum (Study Island, Exact Path), Edgenuity, Learning Ally, and encourage student enrichment and use of the programs at home. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, C/I Director, Teacher(s), Technology Directors	Weekly	(F)Title I - $5,800, (L)Local Funds, (S)State Compensatory - $27,500	10/06/20 - Completed
26. Provide incentive opportunities to all students reaching Accelerated Reading goals. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, ELA Teachers, Librarian	Fall & Spring	(L)Student Activity Account	10/06/20 - On Track
27. Continue to utilize Read Naturally for any student requiring additional reading support. (Target Group: ESL,SPED,AtRisk,504)	Administrators, ELA Teachers, Paraprofessionals, Teacher(s)	Fall & Spring	(F)Title I - $2,500, (L)Local Funds	10/06/20 - On Track

ALTO ISD

Goal 1.   GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 1.   Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4)				
28. Continue to utilize STEMScopes to increase engagement, rigor, and student achievement in Science(K-12) and Math (K-5). (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teacher(s)	Weekly	(S)State Compensatory - $6,000	10/06/20 - Completed
29. Implementation of digital learning programs to enhance student achievement. * BrainPop * Flocabulary * Discovery Education * Unique Learning * Education Galaxy * Study Island / Exact Path * Edgenuity * Learning Ally * MyON * Renaissance Learning * Imagine Learning * Spelling City (Target Group: All) (Strategic Priorities: 2,4)	Administrators, C/I Director, Teacher(s), Technology Directors	Weekly	(F)Title 1 - Contracted Services, (L)Local Funds, (S)State Compensatory - $19,075	10/06/20 - Completed
30. All K-3 teachers and administrators will attend training for reading academies in order to further emphasize best systemic instructional practices in reading and support student mastery. (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2,4)	Administrators, C/I Director, Teacher(s)	Ongoing	(L)Local Funds - $70,000	10/06/20 - On Track

ALTO ISD

Goal 1. GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 2. Objective 2: Increase attendance rate to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Report to counselor / principal names of students with frequent absences. (Target Group: All) (Strategic Priorities: 4)	Administrators, Attendance Clerk, Counselor(s), Teacher(s)	Weekly	(L)Local Funds	10/06/20 - On Track
2. Utilize courts to deter truancy. (Target Group: All) (Strategic Priorities: 4)	Administrators	Weekly	(L)Local Funds	10/06/20 - On Track
3. Attendance committee will meet in cases of excessive absences to determine action. (Target Group: All) (Strategic Priorities: 4)	Attendance Committee	Fall & Spring	(L)Local Funds	10/06/20 - Pending
4. Provide incentives for student achieving perfect attendance every nine weeks and at the end of the year: * Whataburger Give Back * RER Day *Outdoor Game Day * Drawings (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s)	Every quarter	(L)Local Donations, (L)Student Activity Account	10/06/20 - On Track
5. Explore providing individual and family counseling for high risk students. (Target Group: AtRisk) (Strategic Priorities: 3,4)	Counseling Agencies - ACCESS, Counselor(s)	Fall & Spring	(L)Local Funds	10/06/20 - On Track

ALTO ISD

Goal 1.   GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Meet Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.

Objective 3.   Objective 3: Maintain drop-out rate of less than 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students withdrawing will be tracked to determine subsequent enrollment. (Target Group: All) (Strategic Priorities: 3)	Counselor(s)	Weekly	(L)Local Funds	10/06/20 - On Track
2. Offer credit recovery system for students who are at-risk of dropping out. (Target Group: AtRisk) (Strategic Priorities: 3,4)	Administrators, Counselor(s)	Fall & Spring	(L)Local Funds, (S)State Compensatory - $13,375	10/06/20 - Completed
3. Increase enrollment of high-risk students in CTE courses to prevent/reduce dropouts. * Xello or Kuder for JH & HS students * CNA coursework * Phlebotomy cousework * NCCER certification * Microsoft certification (Title I SW Elements: 2.6) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 3)	Administrators, Counselor(s)	Fall & Spring	(L)Local Funds - $10,500	

ALTO ISD

Goal 2.   GOAL 2: Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.

Objective 1.   Objective 1: Reducing discipline incidents by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators attend training in Positive Behavioral Interventions & Supports (Target Group: All) (Strategic Priorities: 1,4)	Administrators	Summer/Fall 2020	(F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free	10/06/20 - Completed
2. Doug Curry, nationally known classroom management specialist, brought in for district-wide professional development. District implements consistent classroom management, procedures, and expectations for all. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, AISD Staff, Principal(s), Superintendent(s)	August Staff Development	(F)Title 1 - Contracted Services - $5,000, (F)Title IIA Principal and Teacher Improvement	10/06/20 - Completed

ALTO ISD

Goal 2. GOAL 2: Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.

Objective 2. Objective 2: Respect among students will be fostered and maintained. Student expectations will be clearly stated and consistently enforced in order to provide a safe school for student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Exhibit positive behavior traits (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.2)	Administrators, Counselor(s), Teacher(s)	Daily	(L)Local Funds	10/06/20 - Pending
2. Maintain Crisis Management Plan (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, SBDM	Fall	(L)Local Funds	10/06/20 - On Track
3. Continue with positive behavior management program End of year field trips (pending COVID restrictions) (Target Group: All) (Strategic Priorities: 4)	Principal(s), SBDM, Teacher(s)	Spring	(L)Student Activity Account	10/06/20 - Pending
4. Maintain SHAC (Student Health Advisory Committee) (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Nurse, SHAC	Quarterly	(L)Local Donations	10/06/20 - On Track
5. Red Ribbon Week (Target Group: All) (Strategic Priorities: 4)	Administrators, Student Council, Teacher(s)	October	(L)Local Funds - $500	10/06/20 - On Track
6. Provide staff development training on student expectations and proper enforcement of them (Texas Behavior Support Initiative) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s), Teacher(s)	Fall & Spring	(F)Title I, (L)Local Funds	10/06/20 - Completed
7. Provide students with coordinated health activities (PE, Sex Ed, and Health Ed) (Target Group: All) (Strategic Priorities: 4)	Administrators, Cherokee County Health Department, Coaches, Nurse, Teacher(s)	Fall & Spring	(L)Local Funds	10/06/20 - On Track
8. Provide students with message for injury prevention and alcohol awareness. (Target Group: All,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4)	Cherokee County AgriLife Services, SHAC	Fall & Spring	(L)Local Donations	10/06/20 - Pending
9. Provide students and staff with local law enforcement recommendations. * Screening for all campus visitors - Raptor System * Threat / Vulnerability Assessment * Training Drills * Safety Plan (Target Group: All) (Strategic Priorities: 1,4)	Administrators, AISD Staff, Local Law Enforcement	Daily / Ongoing	(L)Local Funds - $3,500	Criteria: District-Wide participation 10/06/20 - On Track

ALTO ISD

Goal 2. GOAL 2: Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.

Objective 2. Objective 2: Respect among students will be fostered and maintained. Student expectations will be clearly stated and consistently enforced in order to provide a safe school for student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. CPI trained staff on each campus (Target Group: All,SPED) (Strategic Priorities: 4)	Administrators, Counselor(s), Teacher(s)	Fall & Spring	(L)Local Funds - $800	10/06/20 - Completed
11. Implementation of anonymous reporting system to address bullying, cyberbulling, depression / suicide in compliance with David's Law. * STOPit App (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s), Technology Directors	Daily	(L)Local Funds - $500	10/06/20 - Completed
12. Partnership with DPS Officers to maintain a presence on campus (Tier 1 School) (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, DPS	Daily	(L)Local Donations	10/06/20 - Completed
13. Hold immunization clinics for students and staff members. (Target Group: All) (Strategic Priorities: 4)	Administrators, Nurse, SHAC	Fall Spring	(L)Local Funds	10/06/20 - On Track 10/06/20 - Completed
14. Maintenance of a district-wide phone system in compliance with Megan's Law. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Technology Directors	Ongoing	(L)Local Funds	10/06/20 - Completed
15. Continue education program for digital / internet safety, cyberbulling, and on-line predator dangers. * EduHero (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s), Teacher(s)	Fall	(L)Local Funds - $2,500	10/06/20 - On Track
16. Protect student and district interests by training all staff on the importance of cyber-security. * KnowBe4 * Cyber Security Framework / Team / Plan (Target Group: All) (Strategic Priorities: 4)	Administrators, AISD Staff, Technology Directors	Fall	(L)Local Funds - $1,600	10/06/20 - On Track
17. All staff and students (grades 7-12) will be educated and trained on use of blood control stations in the event of a traumatic injury. * Purchase Stop the Bleed Kits	Administrators, Local Law Enforcement, Nurse, Teacher(s)	Fall	(L)Local Funds - $600	10/06/20 - On Track

ALTO ISD

Goal 2.   GOAL 2: Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.

Objective 2.   Objective 2: Respect among students will be fostered and maintained. Student expectations will be clearly stated and consistently enforced in order to provide a safe school for student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
* Training for Coordinator from American College of Surgeons * Training for Staff * Training for students (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4)				
18. Train teachers and staff on the dangers and signs of sexual abuse, sex trafficking, requirements of reporting potential victims, and other maltreatment of children. * EduHero - required courses * Trauma Infomed Care Training (Texas Department of Family Protective Services) (Target Group: All) (Strategic Priorities: 4)	Administrators, AISD Staff	Fall	(L)Local Funds - $2,500	10/06/20 - Completed
19. Train all staff on recognition of seizures and first aid for seizures. (Target Group: All) (Strategic Priorities: 4)	Administrators, AISD Staff, Nurse	Fall	(L)Local Funds	10/06/20 - Completed
20. Formation of a Threat Assessment Team designed to identify and support students at greater risk for causing violence. * Training for TAT * Provide guidance to students * Support district in safety efforts (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s), Local Law Enforcement, Nurse, Teacher(s)	Fall & Spring	(L)Local Funds	10/06/20 - On Track
21. District-wide book study, How to Train a Llama. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, AISD Staff	Fall & Spring	(L)Local Funds	10/06/20 - Completed
22. Provide child abuse antivictimization programs in elementary and secondary schools and by posting reporting and contact information in high visibility areas. (Title I SW Elements: 2.6) (Target Group: All)	Administrators, Counselor(s)		(L)Local Funds - Contracted Services	10/06/20 - Completed
23. Provide a campus-wide notification system to alert law enforcement authorities, administration, and staff of active shooters,	Administrators, Superintendent(s), Technology Directors	Summer / Fall 2020	(O)Local Districts - $4,500	10/06/20 - Completed

ALTO ISD

Goal 2.   GOAL 2: Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.

Objective 2.   Objective 2: Respect among students will be fostered and maintained. Student expectations will be clearly stated and consistently enforced in order to provide a safe school for student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
intruders, or danger. *Purchase School Guard mobile panic app warning system. *Set up Geofences around district *Install on all staff phones during inservice *Train staff on using the app *Push out training video as reinforcement. (Target Group: All)				
24. Training for communicable diseases / COVID protocols / safety measures conducted for staff and students. (Attached AISD EOP Communicable and Infectious Disease Annex.) (Target Group: All)	Administrators, Nurse, Teacher(s)	First Day of School		10/06/20 - Completed
25. Purchase of district-wide COVID signage. (Target Group: All)	Administrators	August 2020	(L)Local Funds	10/06/20 - Completed
26. Screening of all extra-curricular participants, spectators, and staff at all district events. (Target Group: All)	Administrators, Coaches, Nurse, Sponsors	Ongoing		10/06/20 - On Track
27. Publishing of Strong Start 2020 document to educate, inform, and notify parents, teachers, and staff for the reopening of on-campus learning. (Fluid document throughout 2020-2021 school year based on updates from state agencies.) Posted on District Website, AISD Social Media, and paper copies available. (Target Group: All)	Administrators, C/I Director	August 2020 & Ongoing		10/06/20 - Completed

ALTO ISD

Goal 3. GOAL 3: Strengthen home and school relationships.

Objective 1. Objective 1: Provide parents with more opportunities for family involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain school website to reflect district activities, public reporting, and student happenings. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators	Each week	(L)Local Funds - $6,600	10/06/20 - On Track
2. Utilize social media (Facebook & You Tube) to communicate district events and showcase student participation. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators	Daily/Weekly	(O)Local Districts - $3,000	10/06/20 - On Track
3. Use BlackBoard Connect (Alert Now) to reach parents/guardians in English and Spanish with important announcements and information by phone. (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators	Ongoing	(L)Local Funds - Contracted Services - $2,000	10/06/20 - On Track
4. Parent Orientation/Open House/Meet the Teachers/Meet the Jackets/Bear in the Box/Grandparent's Day/Veteran's Day/Elementary Christmas Program/Field Day Many school & community connections will be conducted virtually this school year due to COVID safety concerns. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, AISD Staff, Athletic Director, Coaches, Sponsors, Teacher(s)	Ongoing	(L)Student Activity Account	10/06/20 - On Track
5. Keep up-to-date information on the highway marquee. (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2,3)	Superintendent(s)	Ongoing	(L)Local Funds	10/06/20 - On Track
6. Campus Transition Orientations- 4th graders attend 5th grade orientation 8th graders attend 9th grade orientation (Title I SW Elements: 3.1) (Target Group: 4th,8th) (Strategic Priorities: 2,3,4)	Counselor(s), Principal(s)	Spring 2020	(L)Student Activity Account	10/06/20 - Pending 10/06/20 - On Track
7. Maintain Graduations- Pre-Kindergarten, 8th Grade, High School	Counselor(s), Principal(s), Teacher(s)	May 2020	(L)Local Funds - $4,500	10/06/20 - Pending

ALTO ISD

Goal 3.   GOAL 3: Strengthen home and school relationships.

Objective 1.   Objective 1: Provide parents with more opportunities for family involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 3.1) (Target Group: PRE K,8th,12th) (Strategic Priorities: 2,3)				
8. List parent contacts in parent log and turn in each nine weeks. * Phone * Email * Face-to-Face * Remind 101 (Title I SW Elements: 1.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teacher(s)	Each quarter	(L)Local Funds	10/06/20 - On Track
9. Work with the community to mentor at-risk students (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Volunteers	Weekly	(L)Local Funds	10/06/20 - Pending
10. Issue 3 week progress reports, 6 week progress reports, and 9 weeks report cards to all students. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teacher(s)	Each 3 weeks	(L)Local Funds	10/06/20 - On Track
11. To assist remote learners and parent learning coaches, AISD teachers will offer evening office hours. (Google classroom, zoom, phone or email) (Target Group: All)	Teacher(s)	Weekly		10/06/20 - On Track
12. Livestream district events in order for community to have access to special events during COVID limitations. (Target Group: All)	Administrators, Technology Directors	Ongoing	(L)Local Funds - $3,000	10/06/20 - On Track
13. Publishing of Strong Start 2020 document to educate, inform, and notify parents, teachers, and staff for the reopening of on-campus learning. (Fluid document throughout 2020-2021 school year based on updates from state agencies.) Posted on District Website, AISD Social Media, and paper copies available. (Target Group: All)	Administrators, C/I Director	August 2020 & Ongoing		10/06/20 - Completed

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Demographics
Highly Qualified Staff
PEIMS Reports
Special Student Populations

Demographics Strengths

1. Socio-economic data collection is near 100% which will provide a true picture of our district.

2. Support system in place for Migrant and Foster students.

Demographics Weaknesses

1. Staff demographics do not match our student demographics.

2. LEP students are not exited from the ESL program as frequently as state averages.

3. Special education numbers are greater than 10%.

Demographics Needs

1. Funding to assist LEP, Special Education, and 504 students across all campuses.

Comprehensive Needs Assessment

Demographics Needs (Continued)

2. Recruit teachers from diverse ethnicities.

Demographics Summary

An in depth review by the District Improvement Committee led to the formulation of this needs assessment.

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
Failure Lists
Special Student Populations

Student Achievement Strengths

1. History and Social Studies scores above state average.

2. Math scores overall were steady from previous year.

3. Algebra I scores improved overall and in sub-groups.

4. Science scores overall were above state average.

Student Achievement Weaknesses

Comprehensive Needs Assessment

1. Reading weaknesses district-wide.

2. LEP student gaps compared with other sub-groups.

3. Special Education deficits across all campuses.

4. ELAR at the elementary level needs improvement.

5. 4th grade Writing 50% of EcoDis students did not pass the minimal standard.

Student Achievement Needs

1. Adoption of new ELA curriculum

2. Restructuring of Elementary core class times.

3. Addition of District-wide Dyslexia teacher.

4. Retention and recruitment of highly qualified teachers.

5. Professional development for all staff in YAG, TEKS Resources.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Community Input
Parental Involvement Policy
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

1. Family like atmosphere

2. All campuses are in one location

3. Small school

School Culture and Climate Weaknesses

1. Damage to school facilities have affected student, staff, and community morale.

School Culture and Climate Needs

1. Funding to repair district facilities.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

2. Implement support for staff and students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff
Staff Development

Staff Quality, Recruitment and Retention Strengths

1. Staff turnover is down from previous years.

2. All paraprofessionals are certified.

3. Data results drive professional development.

4. Stipends offered to help recruit in hard to fill positions.

Staff Quality, Recruitment and Retention Weaknesses

1. Increase stipends to help recruit highly qualified teachers.

Staff Quality, Recruitment and Retention Weaknesses (Continued)

2. Rural district with minimal resources.

Staff Quality, Recruitment and Retention Needs

1. Continued funding for stipends and incentive programs.

2. Competitive pay with larger districts.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

1. Addition of District-wide Curriculum Director.

2. Streamlining of assessments through DMAC.

3. Purchase of TEKS Resources to align curriculum.

4. Development of Scope and Sequence district-wide.

5. Addition of Enrichment period to support academic goals.

Curriculum, Instruction and Assessment Weaknesses

1. Need to streamline ELAR curriculum.

2. Writing strategies need to be streamlined at Elementary level.

3. All ELAR teachers need to be ESL certified.

Curriculum, Instruction and Assessment Needs

1. Funding to train all elementary ELAR teachers in TEA mandated Reading Academies.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

1. Fall and Spring Open House

2. Orientation programs to assist with transition between campuses.

3. Curriculum nights for parents as they enter STAAR tested grade levels.

4. Translator provided to meet needs of LEP population.

5. Social media communication for community.

6. Development of AISD website that translates information for community.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

1. Facilities to accommodate all community.

2. Parental support for truant students.

Family and Community Involvement Needs

1. New facilities (elementary gym, high school gym, and high school campus)

2. Appointed campus liaison to assist with home visits.

School Context and Organization

School Context and Organization Data Sources

Disaggregated STAAR Data
Discipline Referrals
Failure Lists
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

School Context and Organization Strengths

Comprehensive Needs Assessment

1. Student needs drive master schedule development.

2. Community support to rebuild high school and gymnasium.

3. High expectations for all students and staff.

School Context and Organization Weaknesses

1. Rebuilding of facilities / students still in portable buildings.

2. Scheduling on elementary and high school campuses need to address weak areas.

3. Lack of elementary gym.

School Context and Organization Needs

1. Insurance resolution to alleviate debt service with bond.

2. Teacher feedback to address concerns as they develop.

Technology

Technology Data Sources

Comprehensive Needs Assessment

Survey and Interviews of Students/Staff/Parents

Technology Strengths

1. All computers have updated software.

2. Utilization of online software to help with struggling readers and LEP students.

3. Network capabilities are sufficient to support district needs.

4. Purchase of new devices for students 1:1

Technology Weaknesses

1. Relocation of high school campus and all technology that supports that campus.

2. Teacher proficiency on new software is limited.

Technology Needs

1. Funding to replace technology as needed.

Comprehensive Needs Assessment Data Sources

Community Demographics

Community Input

Disaggregated STAAR Data

Discipline Referrals

Failure Lists

Federal Program Guidelines

Highly Qualified Staff

Parental Involvement Policy

PEIMS Reports

Safe Schools Checklist

Special Student Populations

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Survey and Interviews of Students/Staff/Parents
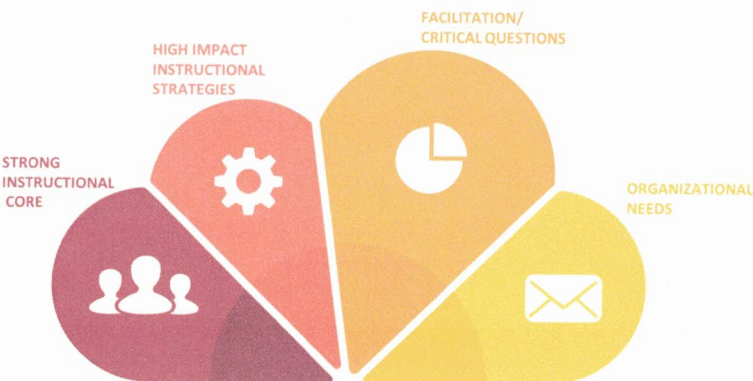
LEADERSHIP WALKS PROCEDURE

STRONG INSTRUCTIONAL CORE

HIGH IMPACT INSTRUCTIONAL STRATEGIES

FACILITATION/ CRITICAL QUESTIONS

ORGANIZATIONAL NEEDS

PRIOR TO VISITING ROOM
Determine area of focus:

- Equitable teaching practices
- Differentiated instruction
- Guided reading
- Writing across the curriculum
- Literacy instruction
- Formative assessment
- RtI
- Student engagement
- Learning styles
- Higher-order questioning
- Use of technology
- Classroom management
- Learning environment
- Evidence of learning

INSIDE THE ROOM
Observe the teacher, student, and content.

- Take notes on what the teacher is doing, what the students are doing, and the content being taught.
- Look for your area of focus.

LEAVING THE ROOM
Debrief in the hall.
- What did you see?
- What did you hear the students and teacher saying?
- What task are students engaged in?
- What instructional practices did you observe?

CONTENT	TEACHER	STUDENT
CONTENT	TEACHER	STUDENT
CONTENT	TEACHER	STUDENT

CREATES COMMON FOCUS: GROWTH MODEL

Alto ISD District / Campus Improvement Plan Meeting

2020-2021

Thursday, September 10, 2020

New Employee Name	Employee Signature
Misty Townsend	*Misty Townsend*
Kelley Robertson	*Kelley Roberts*
Krystin Lucas	*K. Lucas*
Candis Mabry	*C. Mabry*
Shanequa Redd-Dorsey	*Shanequa DD*
Paula Low	*Paula Low*
Kelly West	*Kelly West*

Infectious/Communicable Disease Annex

I.   Purpose and Scope

A. Purpose

The purpose of the Infectious/Communicable Disease Annex is to provide standardized guidance in the response to the onset and spread of an infectious/communicable disease within the Alto School District and/or in the surrounding area.

This Plan is to promote the safety and well-being of Alto School District students, faculty, staff, and visitors by:

1. Preventing the spread of disease

2. Protecting School District workers who will need to keep the operations and educational programs functional

3. Providing support for the essential services that must be maintained

There are several aspects of an infectious/communicable disease emergency that differentiate it from other emergencies and that require variation in widespread planning, response, and recovery. The intention of this document is to provide guidance throughout an outbreak situation, but nothing in this document precludes the primary parties (ALTO School District stakeholders) from modifying their actions to meet the unique conditions presented. These unique actions and responses may be based on one or more of the following:

•   The current threat of disease in the world, region, state, and local area

•   The unique nature of the disease including the incidence, morbidity, and mortality of the disease

•   The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person

•   Mandates and/or orders by federal, state, or local public health or public safety authorities

B. Scope

This annex incorporates, by reference, a similar emergency planning and response structure of the ALTO School District Core Emergency Operations Plan (EOP). However, the special circumstances of an infectious/communicable disease outbreak may require some variance from the EOP.

This Infectious/Communicable Disease Annex applies to all ALTO School District Campuses. While the general concepts and considerations remain constant for all district campuses, each campus will assign critical tasks and responsibilities differently based on their respective structure and governance. Each campus is responsible for developing response plans that are more targeted and appropriate for their locations while ensuring alignment and with this overall plan (such as off-campus locations, and faculty, staff, and students travelling outside of the district under campus auspices). Staff, students, and faculty who have been in travel status and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for prevention, preparedness planning, response, and recovery for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of School District personnel and units and the functions that public partners can be expected to provide to the School District.

II. General Information on Pandemic Communicable Disease Events

A pandemic is a "geographically widespread outbreak" of communicable disease. An emergency can result when there is enough morbidity and mortality to disrupt the essential operations of a community and when the communicable disease:

a. is highly virulent (harmful),

b. is readily transmissible from person-to-person, and

c. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

The communicable diseases with the highest risk for a pandemic event are those that are new to the population, either a mutated strain of a known pathogen or a newly emerging pathogen to which the general population has little or no immunity (resistance). Therefore, it spreads easily and is sufficiently virulent enough to cause social disruption. In the remainder of this document, "novel pathogen" will be used to refer to the latter agents. Animal viruses infecting humans are considered novel pathogens, thus the avian influenza concern in 2006 and the H1N1 influenza (aka "swine" influenza) in 2009 both had the pandemic potential to significantly interrupt usual operations.

The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the ALTO School District recognizes as most likely to occur on campuses include norovirus, measles, mumps, and meningitis.

A. Phased Pandemic Framework

To assist communities in planning for a potential pandemic, the World Health Organization (WHO) developed a phased pandemic alert system framework:

1. <u>Inter-Pandemic Phase</u> (the period between pandemics)

    i.   A new virus appears in animals but there is no or low risk of human cases

2. <u>Pandemic Alert Phase</u> (influenza caused by a new subtype has been identified in humans)

    i.   New virus in animals with higher risk of human cases
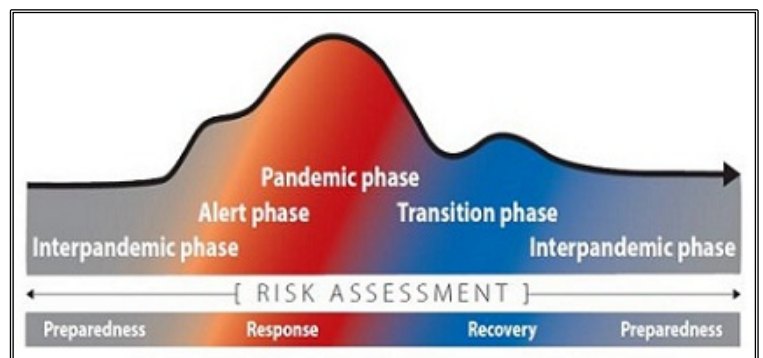
     ii.   Increased H2H transmission

     iii.   Significant H2H transmission

     iv.   Efficient and sustained H2H transmission

3. <u>Pandemic Phase</u>

     i.   Global spread of communicable disease caused by new subtype

4. <u>Transition Phase</u>

     i.   Reduction in global risk

     ii.   Reduction in response activities

     iii.   Progression towards recovery actions

Further, the Centers for Disease Control and Prevention (CDC) has developed an interval system framework that can be applied to federal, state, or local indicators:

1. <u>Investigation</u> (of a novel pathogen in humans or animals)

2. <u>Recognition</u> (of increased potential for ongoing transmission of the novel pathogen)

3. <u>Initiation</u> (of a pandemic wave)

4. <u>Acceleration</u> (of a pandemic wave)

5. <u>Deceleration</u> (of a pandemic wave)

6. <u>Preparation</u> (for future pandemic waves)
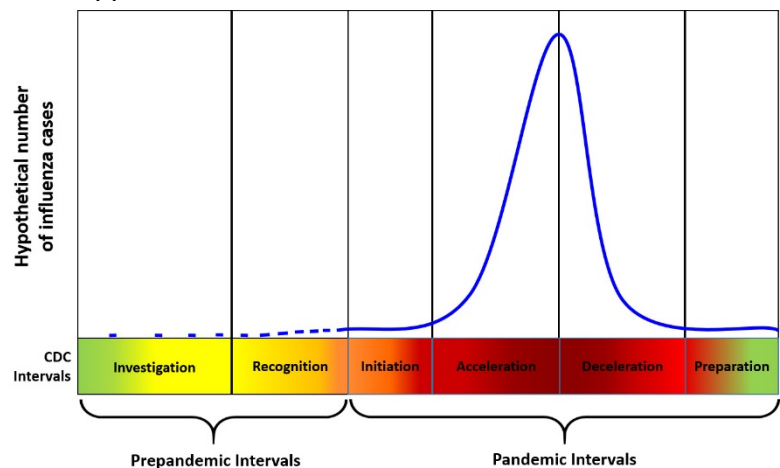
The WHO and CDC frameworks complement one another, giving governments, institutions, and individuals information and timeframes to plan their response to a communicable disease outbreak. Relying on both frameworks, this Communicable Disease Outbreak Management Plan has developed a five-level action plan to follow throughout the course of a communicable disease outbreak:

1. **Plan**

2. **Prepare**

3. **Mobilize**

4. **Sustain**

5. **Recovery**

Additionally, the CDC has released the Influenza Risk Assessment Tool (IRAT) which evaluates potential pandemic risk based on emergence and public health impact and the Pandemic Severity Assessment Framework (PSAF) which predicts the severity of a pandemic by considering clinical severity and transmissibility during an initial assessment and then again during the refined assessment provided that more information becomes available. Clinical severity asks about the strength of the illnesses' association with the infection and transmissibility considers the ability of the pandemic virus to spread person-to-person.

Federal, state, and local public health agencies such as the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (TDSHS), and the local health department also provide communicable disease planning and response guidance and support. The School District planning and response levels described in this document are informed by the WHO pandemic alert system and are consistent with the TDSHS planning levels wherever appropriate. ALTO School District and campus actions may deviate from WHO and/or CDC recommendations when necessary in order to follow guidance or directives from local public health authorities that more closely reflect the current situation in the surrounding communities in Texas.

III.   Concept of Operations

This section contains general information about the tasks that will most likely need to be completed to ensure an effective **Infectious/Communicable Disease** response. The following tasks represent a logical flow of response from the time an impending or actual Infectious/Communicable Disease Incident is perceived through recovery.

The Infectious/Communicable Disease Annex is based upon the concept that the incident management functions that must be performed by the School District and its partners generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. General

1. Alto School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to a Infectious/Communicable Disease Incident affecting the ALTO School District.

2. When a potential Infectious/Communicable Disease Incident in the ALTO School District is reported, the person receiving the initial report will immediately notify the districts superintendent's office.

    a. The districts superintendent's office should work with the local health department to confirm the report.

3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.

4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:

    a. coordinate with environmental services for any decontamination services needed in the School District.

    b. coordinate with the School District support services for any classroom closure or area quarantine needed on School District

    c. provide district-wide communications notification support as necessary to the incident requirements

5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and inter-governmental agreements between

school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agencies.

6. **The Incident Command System (ICS) will be used to manage all incidents and major planned events on the Alto School District.**
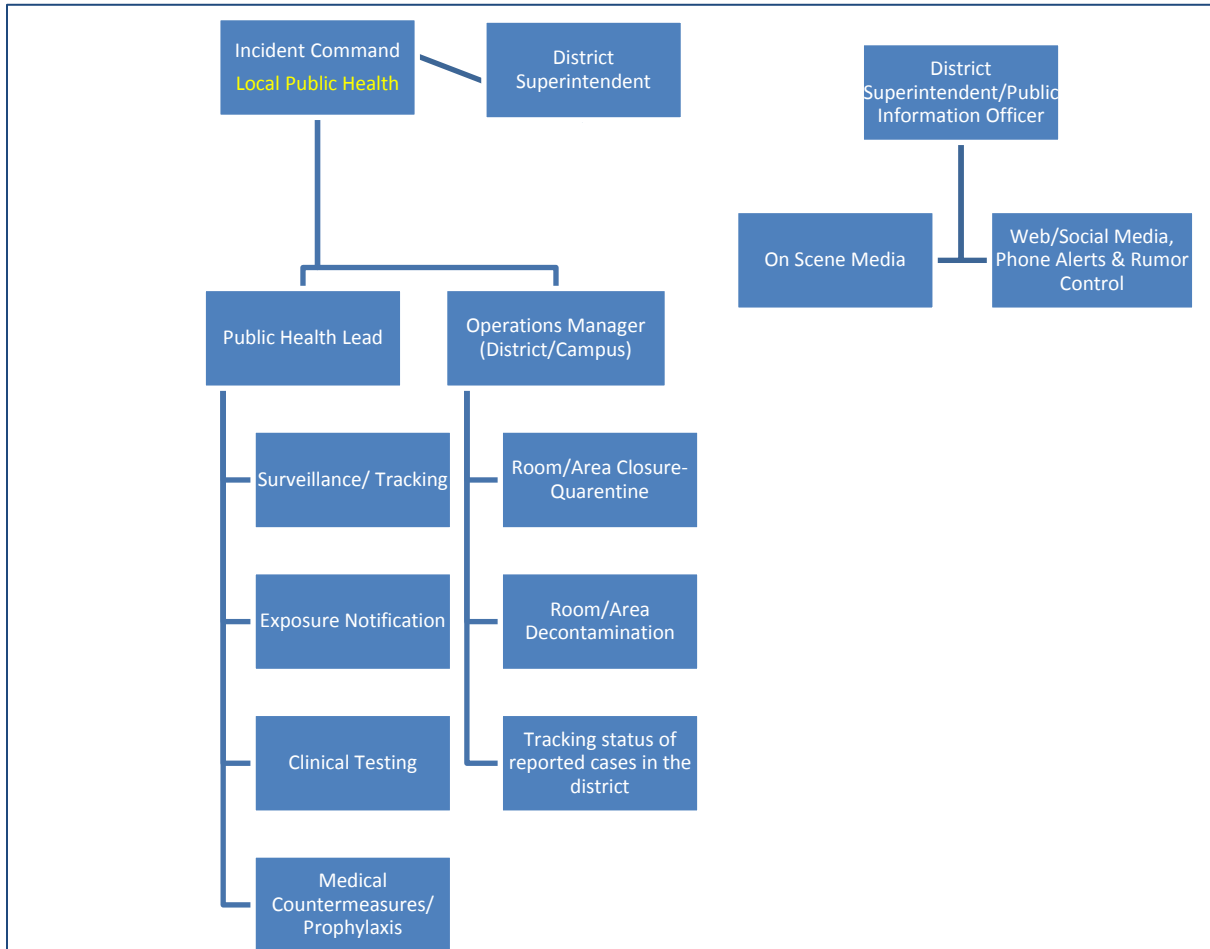
B. Public Health Incident Operations

Determining if there is an outbreak hinges on if the number of cases is unusually high for the given population for that time of year. Factors included in determining if an outbreak exists are:

- Etiologic agent

- Size and composition of the population

- Previous occurrence of the specific disease in the community

- Season

If a disease is common, such as seasonal influenza, the number of cases before an outbreak is declared likely need to be incredibly high; however, if the disease is rare, like smallpox, a single case may be considered an outbreak.

During Fall and Spring Semesters, the School District population composition is approximately 650 students and 110 employees.

Disease tracking in the School District is based on incidental reporting from the student population. The local health department may identify one case of a rare or uncommon disease, or notice an increase in cases of a common disease during a given period. When this occurs, the local health department shall commence with notification procedures to the school district.

Should the ALTO School District be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the Principal(s) of the affected campus(s), and subsequently, the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS.

General Procedures

Procedures for responding to an infectious/communicable disease follow the same general pattern including monitoring, detection, implementation of pharmaceutical and non-pharmaceutical interventions, and coordinating with local and state health authorities. Specific application of interventions depends on the specific disease.

This plan may be activated for situations including but not limited to:

- Unusual cluster of disease in the School District population

- Disease with unusual geographic or seasonal distribution

- Single case of an unusual disease

- Endemic disease with unexplained increase in incidence

- Significant media inquiries or public calls concerning a health-related issue

- Local public health emergency in one or more of the surrounding jurisdictions

- Statewide disease outbreak

C. Infectious/Communicable Disease Response Protocol

When faced with an actual outbreak, local authorities may be required to use absolute limits to determine when to institute isolation, quarantine, vaccination, and other methods of infection control to protect the public health and safety. A balance must be struck between the implementation of such limits with an awareness of the public's rights to liberty.

This protocol recommends employing the most conservative authoritative medical and epidemiological evidence when faced with a range of possible actions. This statement is based upon the principle that lack of scientific certainty or consensus must not be used to postpone preventive action in the face of a threat to public health or safety. Preventative actions may include vaccination, medical prophylaxis, or social distancing.

The protocols outlined below shall serve as a guide in the event of an infectious disease outbreak in the ALTO School District. Depending on the disease and the spread of the disease, some or all of these steps may be expanded, modified, or eliminated. The district superintendent, or their delegated representative, will work directly with the local health department and TDSHS to implement appropriate actions based on the public health hazard.

Social Distancing

Social distancing measures that reduce opportunities for person-to-person virus transmission can help delay the spread and slow the exponential growth of a pandemic. Social distancing measures can reduce virus transmission by decreasing the frequency and duration of social contact among persons of all ages. These measures are common-sense approaches to limiting face-to-face contact, which reduces person-to-person transmission.

During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures should be considered in the ALTO School District:

- Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.

- Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

Isolation Protocols

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department and TDSHS. In cases of highly infectious diseases or rare viral strains with high rates of mortality, the local health department has the authority to "…order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state."[1]

---

[1] HS Sec. 81.083(b). - APPLICATION OF CONTROL MEASURES TO INDIVIDUAL

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.

2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

Cleaning Protocols

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning shall be activated by the ALTO School District and its campus stakeholders upon recommendation from the local health department.

1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate ALTO School District campuses and campus housekeeping staff (based on areas to be sanitized).

    a. These locations may be based on where confirmed ill students and/or employees were on campus.

    b. Viruses generally survive on surfaces for about 48 hours.

2. If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.

3. Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants

IV.   Direction, Control, and Coordination

A. Responders Standard Operating Procedures/Guidelines (SOP/SOGs)

Responders' department policy manuals provide said departments' members with best practice guidelines and procedures to conduct emergency operations. The policies provide department members with guidance that is both legal and practical. The department SOP/SOGs establish consistent procedures and provide members with a common understanding and focus. This common understanding and focus should translate into more effective operations during emergency incidents.

B. Emergency Operations Plan

ALTO School District maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The EOP has been developed to fit into the larger City/County and State EOPs in the case of a large-scale incident. The School District maintains the plan, and conducts regular training and exercises to validate operational efficiency and readiness of the EOP. The EOP and other ALTO School District emergency plans may also make critical School District personnel available beyond their regular job description in an incident or crisis event taking place on the ALTO School District.

C. Coordination with Responders

An important component of emergency operations is interagency agreements with various neighboring agencies to aid timely response to, and recovery from, emergencies on campus. Agreements with these agencies and services (including such local governmental agencies as law enforcement, EMS, and public health) help coordinate services between the agencies and the ALTO School District. The agreements specify the type of communication and services provided by one agency to another.

If the campuses or City/County resources are insufficient or inappropriate to respond to the emergency situation, a request may be made for assistance from other jurisdictions, the state, or federal government. All response agencies are expected to fulfill mission assignments directed by the Incident Commander/Unified Command.

V.   Communications

A. General Communication

In coordination with the local health department, the ALTO School District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- General communications to the School District –
    - information about the disease in general
    - information about the disease impacts on School District
    - what the School District is doing
    - what the School District should/should not do
- Targeted communications to affected or vulnerable populations in the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities

VI. Disease Descriptions

Name	Vaccine Preventable	Description of Symptoms
Measles (Rubeola)	Yes	Symptoms: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash Transmission: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface
Meningitis	Yes	*Bacterial* Symptoms: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion Transmission: germs spread person-to-person (depends on type of bacteria)
		Viral Symptoms: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy Transmission: caused by other viruses like mumps, measles, influenza, etc.
Mumps	Yes	Symptoms: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection Transmission: coughing, sneezing, or talking; sharing items; touching contaminated objects
Norovirus	No	Symptoms: diarrhea; vomiting; nausea; stomach pain Transmission: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected

Name	Vaccine Preventable	Description of Symptoms
Hepatitis A	Yes	Symptoms: Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain Transmission: fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person
Influenza	Yes	Symptoms: fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea Transmission: person-to-person via droplets
Tuberculosis		Symptoms: A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs) Transmission: person-to-person via droplets
Varicella (chicken pox)	Yes	Symptoms: fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters Transmission: touching or breathing in the virus particles that come from the blisters

VII. Definitions

Case – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

Confirmed Case – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

Coronavirus (COVID-19) – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

Direct Transmission – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

Endemic – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

Epidemic – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent

- Recent introduction of the agent into a setting where it has not been before

- Enhanced mode of transmission so that more susceptible persons are exposed

- Change in the susceptibility of the host response to the agent

- Factors that increase host exposure or involve introduction through new portals of entry

Incubation Period – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

Indirect Transmission – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

Infectious Period – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called "period of communicability."

Isolation – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

Mode of Transmission – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

Outbreak – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

Pandemic – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

Pandemic Flu – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person-to-person.

Quarantine – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

Social Distancing – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

Transmissibility – Ability to easily spread from human-to-human.

Travel Advisory – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

Travel Alert – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

Virulence – The capacity of a microorganism to cause disease.

VIII. Legal Authority

In order to institute and enforce non-pharmaceutical interventions, the public health agency must have legal authority. Legal authority within Texas is primarily wielded by the local public health agency. The State of Texas also has authority, but typically defers to the locals. Additionally, federal agencies have legal authority derived from a variety of statutes, regulations and executive orders.

State

HS § 81 Communicable Diseases.

Sec. 81.002   The state has a duty to protect the public health. Each person shall act responsibly to prevent and control communicable disease.

Sec. 81.083   APPLICATION OF CONTROL MEASURES TO INDIVIDUAL. (a) Any person, including a physician, who examines or treats an individual who has a communicable disease shall instruct the individual about:

(1) measures for preventing reinfection and spread of the disease; and

(2) the necessity for treatment until the individual is cured or free from the infection.

(b) If the department or a health authority has reasonable cause to believe that an individual is ill with, has been exposed to, or is the carrier of a communicable disease, the department or health authority may order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.

Federal

42 CFR § 71.20 Public health prevention measures to detect communicable disease.

(a) The Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may conduct public health prevention measures, at U.S. ports of entry or other locations, through non-invasive procedures as defined in section 71.1 to detect the potential presence of communicable diseases.

(b) As part of the public health prevention measures, the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may require individuals to provide contact information such as U.S. and foreign addresses, telephone numbers, email addresses, and other contact information, as well as information concerning their intended destination, health status, known or possible exposure history, and travel history.

42 CFR 71.21 Report of death or illness.

(b) The commander of an aircraft destined for a U.S. airport shall report immediately to the quarantine station at or nearest the airport at which the aircraft will arrive, the occurrence, on board, of any death or ill person among passengers or crew.

42 CFR § 70.11 Report of death or illness onboard aircraft operated by an airline.

(a) The pilot in command of an aircraft operated by an airline who is conducting a commercial passenger flight in interstate traffic under a regular schedule shall report as soon as practicable to the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] the occurrence onboard of any deaths or the presence of ill persons among passengers or crew and take such measures as the Director may direct to prevent the potential spread of the communicable disease, provided that such measures do not affect the airworthiness of the aircraft or the safety of flight operations.

21 CFR § 1240.45 Report of disease.

The master of any vessel or person in charge of any conveyance engaged in interstate traffic, on which a case or suspected case of a communicable disease develops shall, as soon as practicable, notify the local health authority at the next port of call, station, or stop, and shall take such measures to prevent the spread of the disease as the local health authority directs.

Strategy 1: Professional Development   ALTO ISD will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identfication and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	ALTO ISD and ESC Migrant Contacts	September, 2020 and April, 2021	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	ALTO ISD and ESC Migrant Contacts	September, 2020 and April, 2021	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Created: 04/01/2015

Revised: 09/16/2020

Strategy 2: Identification and Recruitment Process   ESC 7 and ALTO ISD will actively, accurately and effectively identify and recruit   migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year.	ALTO ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	ALTO ISD and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project ALTO ISD and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	ALTO ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

Created: 04/01/2015

Revised: 09/16/2020

Identification and Recruitment
Action Plan 2020-2021

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additonal information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the curent reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2020-November 1, 2020. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Reviewed: 12/12/2019

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibilty Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project ALTO ISD send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and ALTO ISD	May, 2021	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and ALTO ISD	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2021	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Created: 04/01/2015

Revised: 09/16/2020

Strategy 3: Family and Community Relations and Coordination   Region 7 Project and SSA ALTO ISD will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionaire	ESC and ALTO ISD	September - October 2020	Questionaire and listserv	Completed questionaire
	Gather data	ESC and ALTO ISD	November, 2020	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and ALTO ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and ALTO ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

Created: 04/01/2015

Revised: 09/16/2020

Needs Assessment Goal:
Promote the academic, social and inter-personal communication of enrolled migrant students from PK through 12th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.

Needs Assessment Objective:
Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.

Evidence of Need	Activity	Timeline	Staff Responsible	Method of Evaluation
Pre-School (age 3-5) Assessment of readiness skills	Enrolled students or home based contact (A Bright Beginning, books, parent involvement)	Within the first 60 days of school for enrolled students. Serve as of DOB for 2 yr olds turning 3.	District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact	A Bright Beginning evaluation form, Teacher Formative Evaluations, Early Childhood checklists
1st to 2nd Grade Academic Mastery of Basic Skills	EOY Assessment and/or checklists	End of School Year	Classroom Teacher, Campus Administrator, District Migrant Contact	TPRI, Tejas Lee, DRA, Reading Assessment, STAR Assessments, Universal Screeners, or Local Rubrics
State Assessment Number of students not passing State Assessments Grades 3-11	Accelerated Instruction during the school day, extended day and/or summer school; RtI	Throughout the school year	Campus Administrators, Classroom Teachers, District Administgrators, District Migrant Contact	Progress Monitoring Data, State Assessments, Data Disaggregation Reports
Secondary Students Academic and Non-Academic Challenges	Increased awareness of staff regarding migrant student academic and non-academic needs	Beginning of school year or upon enrollment of migrant students and on-going throughout the school year	District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact, Counselor, Social Workers	Student Data, Report Cards, Test Scores, Benchmarks, Progress Monitoring Discipline Reports, Parent Contacts RtI
Secondary Students Parents of Secondary Migrant Students	Parent Involvement Conference, increased awareness of parents regarding migrant student academic and non-academic needs	Ongoing throughout the school year and summer home visits	District Migrant Contacts, Campus Administrators, Parent Liaison (PAC-ESC 7)	Phone log, home visit log, PAC Agenda and Sign - in sheets
Parent Support AT all levels of participation and communication for parents	Utilize electronic communication, Information meetings, local organizations, and/or school facilities	Ongoing throughout the school year	District Migrant Contact, Counselors, Campus Administrators, Social Workers, Classroom Teachers, Translators	Increased parental involvement, sign-in sheets, activity rosters

Alto ISD

District Counseling Program

2020-2021

Mission

Our mission at Alto ISD is to empower every student to achieve academic success, personal and social growth, and career readiness. Alto ISD School Counselors establish collaborative relationships with students, parents, district personnel, and community members to advocate on behalf of all of our student population.

Definition

The Alto ISD Counseling Program is an integral part of our student's overall academic foundation. Our uniquely trained school counselors coordinate a data-driven, systematic approach to plan and deliver developmentally appropriate services for students in collaboration with parents and our community. Through individual and group counseling, classroom guidance, consultation, individual planning, and crisis management, the counseling program provides a proactive model to enhance academic success, personal and social growth, and career development.

Rationale

The rationale for Alto ISD's comprehensive school counseling program is to be responsive and proactive to the challenges that students, families, educators, and the community face. As today's society becomes increasingly complex, students are confronted with more personal and social problems than ever before. Some of these challenges include academic stressors, self-harm, suicide, substance abuse, mental health issues, harassment, social media misuse, gang involvement, racial tension and turmoil, and violence on school campuses. The emphasis is on reaching all students, regardless of their circumstances or background, and empowering naturally; reaching one's full potential requires direct and intentional instruction. Through structured classroom lessons, individual and group counseling, and school-wide activities, the guidance curriculum addresses the growing need of today's youth to apply skills needed in life experiences and transitions, while in school and beyond graduation.

Alto ISD's school counselors are highly qualified mental health professionals who are skilled in delivering proactive and responsive interventions that address the challenges and concerns of students, parents, and educational stakeholders. Alto ISD's counselors develop and implement a comprehensive school counseling program based on the Texas Model for School Counseling Programs, 5th Ed. authorized by the Texas Education Agency and endorsed by the Texas Counseling Association.

Guidance and Counseling

The School Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and small group activities for all students in grades K-12.

Successful implementation depends upon school-wide support and cooperation. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using life skills. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. Curriculum is provided to all students, which is proactive, preventative, and developmental. While school counselors are responsible for designing, planning, implementing and evaluating the curriculum, a number of student outcomes are best met through the involvement and participation of teachers and parents/guardians.

Responsive Services

Responsive services are short-term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/guardians, community members and students can initiate responsive services. School counselors work in partnership with administrators, teachers and school and community mental health professionals to provide services via a delivery system that benefits the most students while maximizing counselors' time. Responsive Services and implementation strategies include:

Consultation: Counselors consult and work collaboratively with school psychologists, adjustment counselors, parents, teachers and community-based mental health professionals to develop a broad base of support for students School counselors serve as student advocates.

Individual/Small Group Counseling: Counseling students with identified needs/concerns to clarify needs and provide immediate, short-term interventions. Personal counseling assists students with school success. Counseling on a small group or individual basis may be provided. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. Such counseling is normally short-term in nature. School counselors do not provide therapy. When necessary, appropriate referral sources are used. The school counselor acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

Preventative Interventions: Ongoing interventions to reduce the need for crisis management and remediation. Intervention goals include the development of attitudes, knowledge and skills that build students' self-worth, resiliency, optimism, and future orientation. Community service learning projects and peer support groups are examples of such interventions.

Outside Referrals: Counselors refer students and their parents/guardians to community agencies to deal with long-term situations that may include suicide, violence, emotional abuse, physical and sexual abuse, neglect, substance abuse, teen pregnancy, and divorce. To assure support, counselors need to maintain ongoing communication with involved agencies and referred students. Referral sources may include mental health agencies, vocational rehabilitation, social services, employment and training programs, and juvenile justice services.

Outside Referrals: Referring students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

Crisis Counseling

Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and their families facing crisis situations. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used. School counselors should provide a leadership role in the district s crisis intervention team process.

Crisis/Safety Plans and School Response Teams: Developing school crisis plans and establishing teams to implement school safety, preventative interventions and crisis response. Staff crisis training is conducted to establish readiness to meet student/school needs in emergency situations.

Individual Planning

The purpose of the Individual Student Planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources-staff, information, and activities-and to focus resources toward the students and to assist individual students to develop and implement personalized plans. Through the individual student planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;
- Assess their current progress toward their goals; and
- Make decisions that reflect their plans.

As part of the school counseling program, the individual student planning system includes:

- age-appropriate, objective-based activities;
- relevant, accurate, and unbiased information; and
- coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents. Parent involvement is essential. See 504 / Dyslexia Services

Parents Role in Individual Student Planning

Educational and career decision-making, planning and goal setting are primarily the responsibility of the students and their parents. Thus, parent involvement in the individual student planning system is essential to students' successful development and implementation of educational and career plans. Parents are provided accurate and meaningful information in a timely manner as school-based activities are implemented.

Examples of typical systematic opportunities for providing individual student planning assistance include the interpretation of standardized test results, career development activities (e.g., Career Days), strategies provided to facilitate students' transition from one school level to the next, pre-registration for courses for the subsequent school year, and assisting students to research and secure financial aid for post-secondary education and/or training and scholarship application opportunities.

The school counselors may conduct the group sessions and/or consult with students' advisors and parents. They have responsibility for assuring accurate and meaningful interpretation of test and other appraisal results information to students, teachers, and parents. They may coordinate or consult with those who are responsible for providing other career and educational information and the procedures whereby teachers make placement recommendations. They refer or consult regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, students in at-risk situations, special education, and compensatory education.

SYSTEM SUPPORT

Whereas the three components previously described serve students directly, the Indirect Student Support Services system support component describes services and management activities that indirectly benefit students. The services include:

o   consultation with teachers;
o   support for the parent education program and community relations efforts;
o   participation in the campus-based school improvement plans and goals;
o   implementation of the state and local standardized testing program;
o   cooperation with relevant research projects; and
o   provision of input from the students' perspective to policy-makers and instructional/ curriculum planners.

Management activities are required to assure the delivery of a high quality guidance program. These activities include:

o   program development and management;
o   counselor staff development;
o   community outreach; and
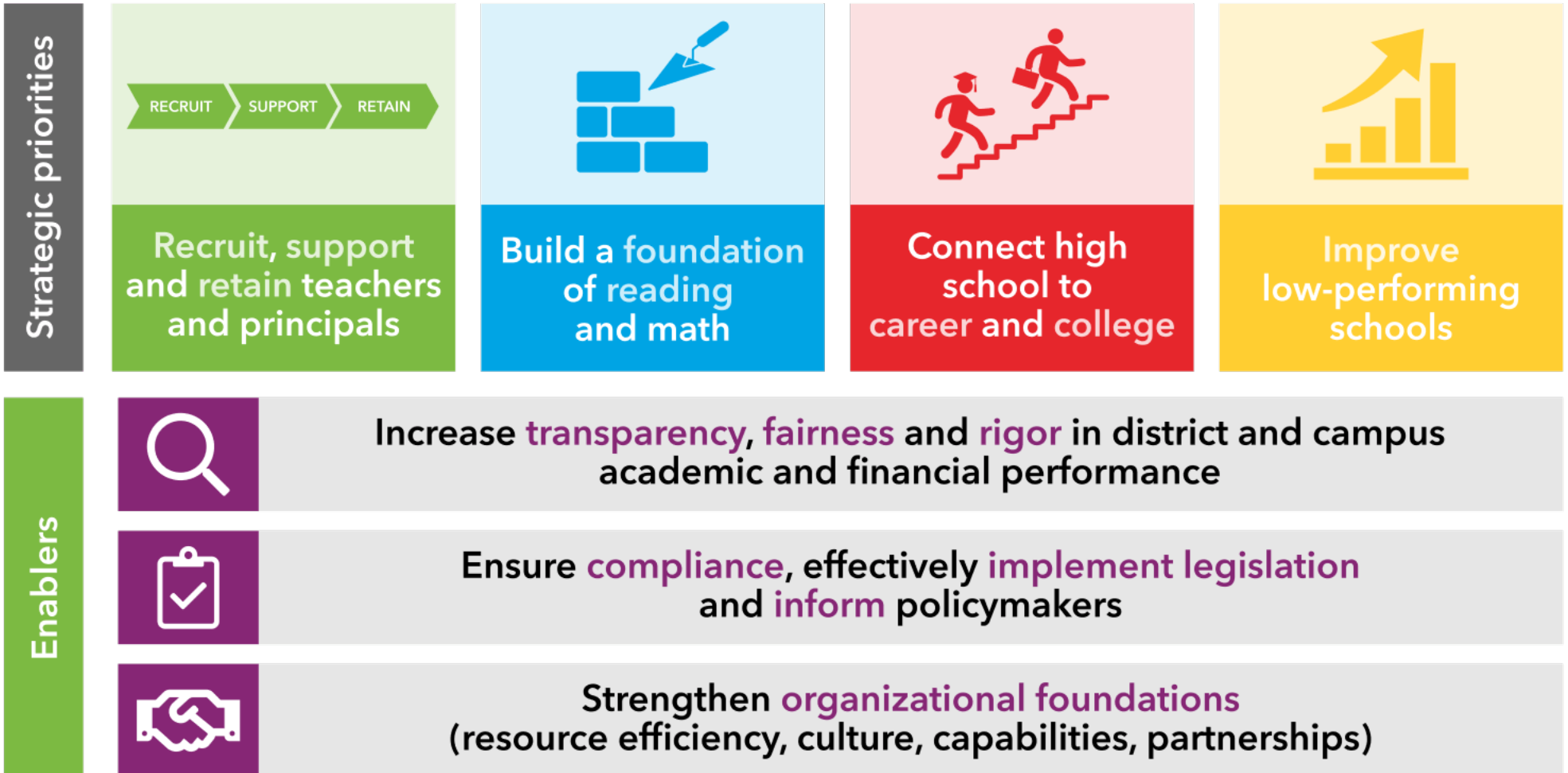o   development of appropriate written policies, procedures and guidelines.

Parents Role in System Support

System Support is defined as work within the system. Thus direct parent roles and responsibilities are not specified. Parents can contribute through volunteer efforts to ensure a collaborative and interactive comprehensive counseling program that provides student services to all students in the learning community.

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT › SUPPORT › RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov