Northwest Independent School District

District Improvement Plan

2021-2022

Board Approval Date: October 18, 2021
Public Presentation Date: September 27, 2021

Mission Statement

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

Vision

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

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

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Demographics Summary

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

Northwest ISD has hit a historical marker, with student enrollment surpassing 27,000 students – exceeding projections for the start of this school year. NISD is now the top fastest-growing school district in North Texas based on annual home closings. To top it off, NISD also has the most vacant developed lots and future lots of school districts in the region, and with early estimates that we could see 2,000 new students per year, the rate of student growth is exceeding previous projections. Updated demographic projections will be provided during the school year, but the Second Quarter 2021 Demographic Report indicates that enrollment could reach 39,180 students by 2030. Accommodating the rapidly increasing student population and preparing all students for their future remains a top challenge for Northwest ISD.

Ten-Year Enrollment Forecast - 2Q21 Demographic Report

Year (Oct.)	Total	Growth	% Growth
2016/17	22,043		
2017/18	23,142	1,099	5.0%
2018/19	24,120	978	4.2%
2019/20	25,092	972	4.0%
2020/21	25,399	307	1.2%
2021/22	27,050	1,651	6.5%
2022/23	28,242	1,192	4.4%
2023/24	29,423	1,181	4.2%
2024/25	30,733	1,310	4.5%
2025/26	31,951	1,218	4.0%
2026/27	33,290	1,339	4.2%
2027/28	34,776	1,486	4.5%
2028/29	36,222	1,446	4.2%
2029/30	37,721	1,499	4.1%
2030/31	39,180	1,459	3.9%

Student Demographics

Along with the challenges of our record growth and welcoming over 1,700 new students into our NISD family, our newest members to our student body come to us from a wide array of backgrounds. The ethnicity of the student population is becoming slightly more diverse with 58.78% White, 23.12% Hispanic, 10.52% African-American, and 5.47% Asian. The percentage of economically disadvantaged students increased slightly to 21.49%, with the percentage of ESL students slightly increasing to 5.91%. However, LEP is 6.87%. [Data Source: 2020-2021 October Fall PEIMS Data Collection]

Our fast-growth, the number of students new to NISD, and the increasing student diversity are all contributing factors to the challenges we see in our academic data. Our schools continuously strive to quickly identify new and returning students' strengths and areas of focus. This requires teacher expertise, dedicated time, and efficient resources designed to recognize each child's needs.

Additionally, we continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners. Significant efforts are critical to identifying areas of needs and closing learning gaps in each identified student group to ensure that every student achieves at high levels.

Staff Demographics

Northwest ISD has approximately 3,000 full time employees. For the 2021-2022 school year, we brought our transportation department in house as a cost-savings measure. This step welcomed approximately 220 employees to the NISD family.

The education field still remains a field of predominantly white females, but the diversity of Northwest ISD's staff is becoming slightly more diversified.

Staffing by Race

	Number	Total	Percent of Staff
Asian	28	2717	1%
Black	82	2717	3%
Hispanic	255	2717	9%
Am Indian/Alaskan Native	11	2717	0%
2 or More Races	2	2717	0%
White	2339	2717	86%

[Data Source: 2020-2021 October Fall PEIMS Data Collection]

For perhaps the first year in the district's history, Northwest ISD has seen a marked increase in the competition for employees and it has been more challenging to find some positions – especially in our hourly employees (i.e. bus drivers, custodians, and kitchen staff). With the COVID pandemic's continued impact, highly competitive job market, and the national labor shortage in certain job markets, this could be a continuing concern.

Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Effective planning by staff and the community to meet the physical and programming needs of the district.
- Effective communications with the community of growth needs resulting in successful bond programs to fund facilities.
- North Texas has a strong, growing economy.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The COVID pandemic has brought to light a greater need to emphasize the social-emotional well-being of our students along with the need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause:** Students from various demographic backgrounds are missing out on CCMR, life readiness, and social-emotion support because we haven't adequately focused on their unique needs.

Problem Statement 2 (Prioritized): With the rapid growth Northwest ISD continues to experience, our demographics are quickly changing and the culture is shifting from primarily rural to mostly suburban. Feedback from various stakeholder groups has indicated a need for leaders across the district to engage in courageous conversations about equity, diversity, inclusion, acceptance, belonging, and access to opportunities. **Root Cause:** Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates growing gaps in performance across some groups.

Student Learning

Student Learning Summary

NISD holds high academic standards for all students to reach their fullest potential, and high expectations exist for every student in every content area across the district. As we enter the third consecutive year involving the COVID pandemic, we recognize that COVID has significantly impacted the learning environment for our students and teachers over the past two years. While many of our students historically perform on level (Approaches) on state assessments, we have seen decreases in student achievement, making it imperative that we accelerate student achievement to pre-pandemic performance levels.

Historically, 80-85% of NISD students read on grade level at the end of each year. With disruptions to learning over the past two years due to the COVID pandemic, we have observed a decrease in our reading achievement data as measured on STAAR Reading by 7% at the Approaches level with 78% now reading on level. Additionally, we have experienced a 7% decrease in performance at the Meets level (now 55%) and a 6% decline at the Masters level (now 25%). Some achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. Our literacy goals for the 2021-2022 school year are focused on accelerating reading achievement to regain levels of achievement indicative of where we were pre-pandemic.

In Mathematics, our district-wide performance declined by 11% at the Approaches level to 78%. Additionally, we have observed a 15% decrease at the Meets level to 49% and a 13% decline at the Masters level to 23%.

Achievement gaps have also increased and gaps in achievement between schools and between student groups have grown larger. Ensuring rigorous instruction and equitable access to high levels of teaching and learning is more important than ever. A renewed focus on high quality Tier One Instruction is essential to help ensure equitable access and appropriate support for every student every day so each child reaches their full potential.

The following diagnostic data provides an indicator of our students' academic achievement.

End of Year DRA Data

18-19 % at End of Year Goal	20-21 % at End of Year Goal	18-19 % Making At Least 1 Year's Growth	20-21% Making At Least 1 Year's Growth
Kinder 85%	Kinder 78%	Kinder 79%	Kinder 79%
First 80%	First 69%	First 88%	First 84%
Second 81%	Second 77%	Second 80%	Second 88%
Third 81%	Third 71%	Third 89%	Third 84%
Fourth 86%	Fourth 79%	Fourth 85%	Fourth 86%
Fifth 88%	Fifth 84%	Fifth 87%	Fifth 90%

STAAR Performance
Reading

3rd	18-19	20-21	△	State 20-21
Approach	83	74	-9	68
Meets	55	48	-7	38
Masters	38	27	-11	19

4th	18-19	20-21	△	State 20-21
Approach	81	67	-14	63
Meets	53	40	-13	36
Masters	29	21	-8	18

5th	18-19	20-21	△	State 20-21
Approach	83	74	-9	72
Meets	55	48	-7	51
Masters	38	27	-11	30

STAAR Performance
Math

3rd	18-19	20-21	△	State 20-21
Approach	82	70	-12	61
Meets	53	37	-16	30
Masters	28	19	-9	24

4th	18-19	20-21	△	State 20-21
Approach	79	68	-11	58
Meets	55	43	-12	35
Masters	37	26	-11	21

5th	18-19	20-21	△	State 20-21
Approach	89	77	-12	69
Meets	68	50	-18	56
Masters	49	29	-20	24

STAAR Performance
Science

5th	18-19	20-21	△	State 20-21
Approaches	80	77	-3	61
Meets	56	43	-13	30
Masters	28	18	-10	12

STAAR/EOC Performance
Reading/Writing

6th	18-19	20-21	△	State		7th	18-19	20-21	△	State		8th	18-19	20-21	△	State

6th	18-19	20-21	△	State 20-21
Approach	79	70	-9	61
Meets	47	37	-10	31
Masters	23	17	-6	14

7th	18-19	20-21	△	State 20-21
Approach	86	79	-7	68
Meets	61	54	-7	44
Masters	40	32	-8	25

8th	18-19	20-21	△	State 20-21
Approach	88	81	-7	72
Meets	69	52	-17	45
Masters	39	22	-17	21

STAAR/EOC Performance
Reading/Writing

7th Writing	18-19	20-21	△	State 20-21
Approach	83	81	-2	61
Meets	59	53	-6	31
Masters	32	20	-12	9

ELA 1	18-19	20-21	△	State 20-21
Approach	82	82	0	66
Meets	72	69	-3	50
Masters	24	19	-5	12

ELA 2	18-19	20-21	△	State 20-21
Approach	84	83	-1	70
Meets	71	72	+1	57
Masters	14	15	+1	11

STAAR/EOC Performance
Math

6th	18-19	20-21	△	State 20-21
Approach	90	83	-7	66
Meets	63	52	-11	45
Masters	34	28	-6	15

7th	18-19	20-21	△	State 20-21
Approach	76	51	-25	54
Meets	33	13	-20	25
Masters	5	3	-2	11

8th	18-19	20-21	△	State 20-21
Approach	92	80	-8	60
Meets	69	51	-18	35
Masters	24	16	-8	10

STAAR/EOC Performance Math

Alg 1	18-19	20-21	△	State 20-21
Approach	92	88	-4	72
Meets	76	60	-16	41
Masters	56	34	-22	23

STAAR/EOC Performance Science

8th	18-19	20-21	△	State 20-21
Approach	92	83	-9	67
Meets	72	61	-11	42
Masters	43	36	-7	23

Biology	18-19	20-21	△	State 20-21
Approach	96	92	-4	81
Meets	81	74	-7	54
Masters	41	32	-9	22

STAAR/EOC Performance
Social Studies

8th	18-19	20-21	△	State 20-21
Approach	81	74	-7	56
Meets	52	41	-11	27
Masters	33	20	-13	13

US History	18-19	20-21	△	State 20-21
Approach	97	96	-1	88
Meets	88	86	-2	69
Masters	63	64	+1	43

Advanced Academics:
Advanced Placement (AP)

Number of AP Exams

Year	Number
2013	2073
2014	2290
2015	2772
2016	3727
2017	4319
2018	4780
1382	4890
2020	4408
2021	3758
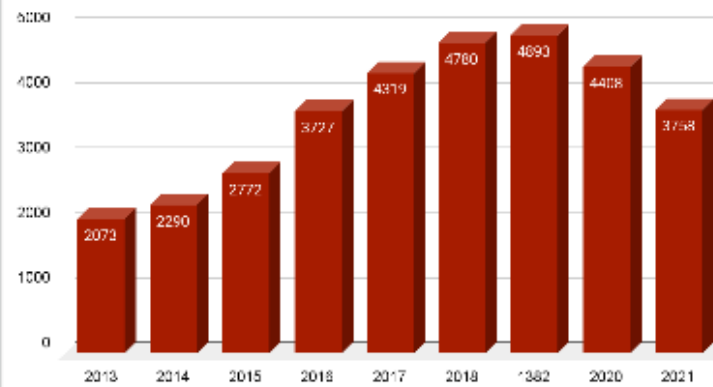
Advanced Academics: Advanced Placement (AP)
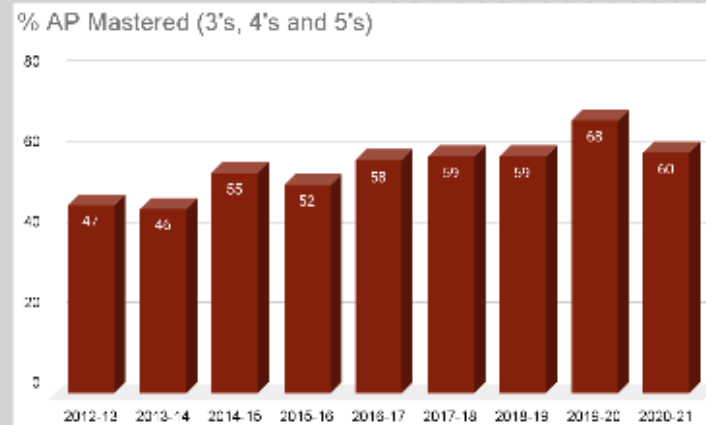
Advanced Academics: NISD OnRamps vs State Performance
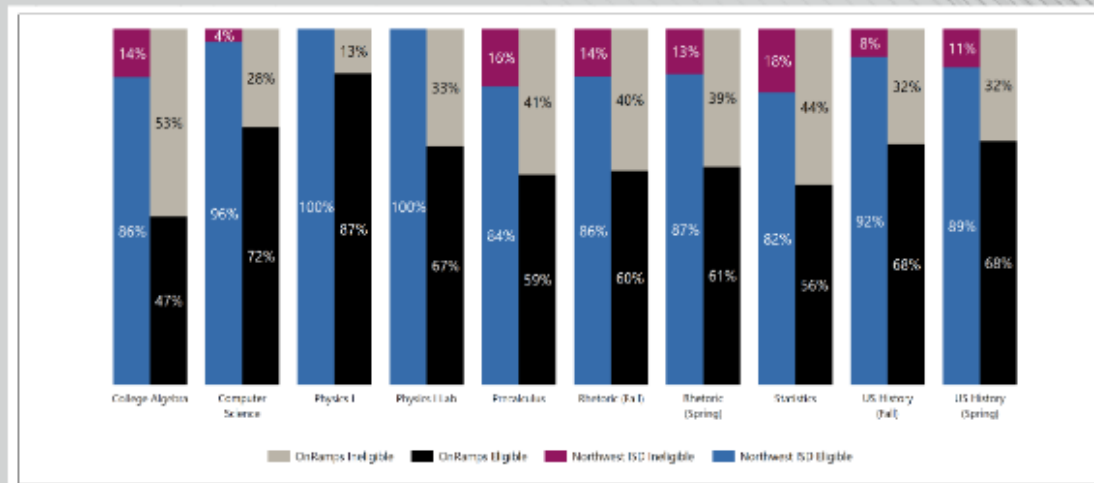
Advanced Academics: Dual Credit Earned
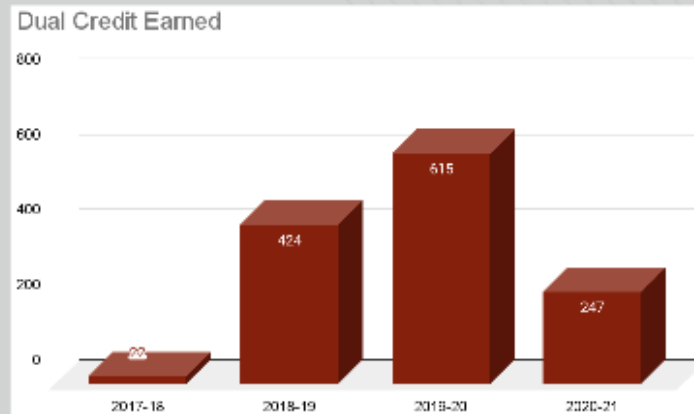
Career and Technical Education: Professional Certifications Earned

Student Learning Strengths

- *Units of Study for Teaching Phonics,* a new phonics program, is now in practice in grades K-2. Teachers experienced success and reported growth and success in students' phonological understanding and application.

- Elementary SPED ELA teachers engaged in Early Literacy professional learning to ensure that SPED ELA teachers have the same level of training and a shared understanding of literacy best practices.

- Curriculum review of tasks provided in the curriculum to assess rigor and high level activities.

- Progress monitoring of students in secondary ELA and Math intervention classes

- Students training on reading industry-based credentials and creating industry documents i.e. business plans, executive summaries, and financial sheets.

- New Instructional Framework to guide and inform teachers and administrators.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): With disruptions to learning over the past two years due to the COVID pandemic, we have observed a decrease in our reading achievement data. **Root Cause:** COVID significantly impacted the learning environment for students and teachers over the past two years.

Problem Statement 2 (Prioritized): Some literacy achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. We continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners. **Root Cause:** We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 3 (Prioritized): While our students historically perform well across our schools, gaps in achievement between schools and between student groups have grown larger. **Root Cause:** We are entering the third consecutive year involving the COVID pandemic, which is impacting our students. We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 4 (Prioritized): While many of our students historically perform on level (Approaches) on state assessments, as we enter the third consecutive year involving the COVID pandemic, student achievement has not returned to pre-pandemic performance levels. **Root Cause:** COVID significantly impacted the learning environment for students and teachers over the past two years.

District Processes & Programs

District Processes & Programs Summary

Human Resources

Northwest ISD Human Resources personnel participate in a wide variety of recruiting events throughout the school year focused on recruiting candidates from a diverse background. Recruiting events include university job fairs, alternative certification programs, as well as our district-hosted career fair. This past year most of the recruiting events transitioned to a virtual platform due to the COVID-19 pandemic.

Finance

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

Instructional Programs

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

- Reading Recovery

- Dyslexia support

- ELL support

- RTI student plans

- Credit recovery programs

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

- Math acceleration (by grade level)

- CBE opportunities

- Open enrollment in Pre-AP and AP course

- Dual Credit College opportunities

- Internships

NISD's Career and Technical Education program strives to provide real academics, real skills, and a real high school experience unlike any other. The focus on strong academics with robust career-minded education is strengthening our students' college, career, military, and life readiness.

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

District Processes & Programs Strengths

- With public support, voters approved three bond propositions totaling $737.5 million. These bonds will now fund our long-range plan to accommodate the district's fast growth through the addition of new schools and school expansions, as well maintenance and upgrades of our buildings.

- Despite a $15 million loss in state revenue, Northwest ISD developed a balanced budget alongside a $17.5 million reduction plan.

- Staff are prepared and technology is in place to quickly pivot and adapt to the needs of students and teachers throughout the challenges of COVID and Remote Learning needs.

- We have an extensive Guest Educator recruitment and hiring process, as well as enhanced pre-service training that includes Curriculum and Instruction pedagogy, Special Education tips and tools, Social-Emotional Learning, and Safety practices.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' school finance system. **Root Cause:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

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

Perceptions

Perceptions Summary

Northwest ISD Strategic Framework: Beliefs, Vision, Mission, Goals

The vision of Northwest Independent School District is to empower learners and leaders to positively impact the world. Recognized internally and externally, the district has a known Core Belief of putting kids first. Our 2018-2022 Strategic Framework is embraced throughout the district and is the foundation of our work.

As this is the last year of our current Strategic Framework, plans are underway to hold the next Strategic Summit next school year to review our beliefs, vision, mission, and goals. Communication efforts to increase awareness and to encourage key stakeholders' participation in the Summit has already begun.

The students, parents, community members, teachers, staff, and representatives of local government and industry, are all important district stakeholders. NISD makes extraordinary efforts to involve others in the planning and review of NISD programs and operations, as well as organizes various committees to gather public input.

Equity and Diversity

NISD has a responsibility to ensure our community of diverse learners and leaders are supported and engaged through a high-quality teaching and learning environment designed to meet individual needs. As more families move into our district, we must be more intentional in establishing avenues for all stakeholders to feel a part of Northwest ISD. Additionally, student achievement data demonstrates growing gaps in performance across some groups, resulting in a need to continually assess various aspects of our processes and practices, and make improvements in areas of need.

Feedback from various stakeholder groups - including students, staff members, and parents - has indicated a need for leaders across the district to engage in courageous conversations about equity, diversity, inclusion, acceptance, belonging, and access to opportunities. Throughout the 2020-2021 school year, a group of stakeholders crafted a set of belief statements to represent our vision of being an equitable and inclusive district that values the diversity of our students, staff, and citizens. These statements (accessible here) will guide our work as we strive to attain them.

Staff Perceptions

Employees have faced new challenges and stressors with the COVID pandemic in their personal and professional lives. Following new protocols, increased student/staff absences, and transitioning to remote learning platforms have added to the workload for all of our employees. For the 2020-2021 school year, teachers provided instruction the first nine weeks of the school year remotely and some continued the remainder of the school year teaching remote classes. Restrictions on in-person gatherings with teammates and students also likely impacted employee engagement.

Seventy-two percent of NISD employees participated in an engagement survey in April 2021 with only 56% indicating they were engaged in their work. The

average engagement score for organizations is 64%, and those designated as "top workplaces" fall between 84%-94% levels of engagement. Two of the lowest areas identified for improvement were employees feeling appreciated and acknowledgement that their daily work is meaningful. When people feel valued, they are more positive about their work and motivated to do a good job. A high level of engagement helps create a rewarding learning environment.

At the time of our survey, decisions on employee compensation for the upcoming school year had not been approved. Employees had also just learned our health insurance would change to TRS and the NISD Health & Wellness Center would close in the summer. Compensation and benefits are a major factor for employees feeling valued and appreciated for their talents and efforts. Due to our deficit budget, we were required to make personnel and programming changes for the 2021-2022 school year.

All of these factors contributed to feelings of uncertainty and impacted employee morale. Even as the campus and district leadership team discussed the 2021-2022 Performance Objectives at the start of the school year, the challenge of a COVID weary staff was often noted. Monitoring engagement and staff feedback throughout the 2021-2022 school year will provide insightful information.

Perceptions Strengths

Northwest ISD continues to maintain an excellent public reputation, attracting even more families to the district. The COVID pandemic forced difficult decisions, with very divided community and parental issues. However, our parents have expressed appreciation for the district's transparency and continued communication throughout this challenge. Despite the challenges of COVID, there continues to be strong support for the school district. Our instructional offerings, programs, services, and staff continue to be held in high regard. Our 2021 parent survey indicated that #% of parents are satisfied with their child's education in Northwest ISD.

The Equity and Diversity Committee have established NISD belief statements and aspirations related to equity and diversity. Through their work, they are increasing awareness and engaging stakeholders in discussions around our needs and next steps as a district.

Despite the challenging year, the employee engagement survey also noted highlights of our staff's overall job satisfaction. Ninety-nine percent of employees indicated they feel well informed about important decisions in the district. Staff feel respected when they understand the "why" behind decision-making and believe their opinions are taken into consideration. In reviewing the employee comments, many stated that the superintendent's Facebook Live sessions kept them informed even during times all learning was conducted remotely. They also indicated that they had open communication from their supervisor. A recurring theme in the comments were that staff believed decisions regarding the pandemic, from the superintendent down, were made with prioritizing student and staff safety.

Another noted area of strength was staff growth and development opportunities, which had a 30% increase over the 2019 employee survey. For an average organization, only 58% of employees respond positively to the development strategy. In Northwest ISD, 69% percent of employees indicated their supervisors have helped them learn and grow. Employees reported their supervisor(s) understood and cared about their career goals and equipped them with the resources to succeed. Many teachers commented they appreciated their principal's presence in their classroom and the specific feedback they provided to push them to improve their instructional practice. Learning is a key part of the culture in the district and employee growth can be the largest advantage for any organization.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Fifty-six percent of employees indicated they were engaged in their work on the April 2021 Energage employee survey. The average engagement score for organizations is sixty-four percent. The lowest focus areas identified were employees not feeling appreciated and not believing their daily work is meaningful. **Root Cause:** Employees have faced new challenges and stressors with the COVID pandemic in their personal and professional lives. Following new protocols, increased student/staff absences, and transitioning to remote learning platforms have added to the workload for all of our employees. The pandemic coupled with district budgetary challenges may have negatively impacted employee morale.

Problem Statement 2 (Prioritized): With the rapid growth Northwest ISD continues to experience, our demographics are quickly changing and the culture is shifting from primarily rural to mostly suburban. Feedback from various stakeholder groups has indicated a need for leaders across the district to engage in courageous conversations about equity, diversity, inclusion, acceptance, belonging, and access to opportunities. **Root Cause:** Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates growing gaps in performance across some groups.

Priority Problem Statements

Problem Statement 5: The COVID pandemic has brought to light a greater need to emphasize the social-emotional well-being of our students along with the need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.

Root Cause 5: Students from various demographic backgrounds are missing out on CCMR, life readiness, and social-emotion support because we haven't adequately focused on their unique needs.

Problem Statement 5 Areas: Demographics

Problem Statement 2: With disruptions to learning over the past two years due to the COVID pandemic, we have observed a decrease in our reading achievement data.

Root Cause 2: COVID significantly impacted the learning environment for students and teachers over the past two years.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' school finance system.

Root Cause 7: As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 9: Fifty-six percent of employees indicated they were engaged in their work on the April 2021 Energage employee survey. The average engagement score for organizations is sixty-four percent. The lowest focus areas identified were employees not feeling appreciated and not believing their daily work is meaningful.

Root Cause 9: Employees have faced new challenges and stressors with the COVID pandemic in their personal and professional lives. Following new protocols, increased student/staff absences, and transitioning to remote learning platforms have added to the workload for all of our employees. The pandemic coupled with district budgetary challenges may have negatively impacted employee morale.

Problem Statement 9 Areas: Perceptions

Problem Statement 6: With the rapid growth Northwest ISD continues to experience, our demographics are quickly changing and the culture is shifting from primarily rural to mostly suburban. Feedback from various stakeholder groups has indicated a need for leaders across the district to engage in courageous conversations about equity, diversity, inclusion, acceptance, belonging, and access to opportunities.

Root Cause 6: Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates growing gaps in performance across some groups.

Problem Statement 6 Areas: Demographics - Perceptions

Problem Statement 1: Some literacy achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. We continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners.

Root Cause 1: We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 1 Areas: Student Learning

Problem Statement 8: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures.

Root Cause 8: As a public school district, we have a responsibility to protect our students, staff, and guests from the many factors that can have a negative impact on our learning environment, ranging from world-wide pandemics, to weather-related events, to various acts of violence.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 4: While our students historically perform well across our schools, gaps in achievement between schools and between student groups have grown larger.

Root Cause 4: We are entering the third consecutive year involving the COVID pandemic, which is impacting our students. We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 4 Areas: Student Learning

Problem Statement 3: While many of our students historically perform on level (Approaches) on state assessments, as we enter the third consecutive year involving the COVID pandemic, student achievement has not returned to pre-pandemic performance levels.

Root Cause 3: COVID significantly impacted the learning environment for students and teachers over the past two years.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Strategy 1 Details	Reviews			
Strategy 1: Train and support the teachers on literacy structures and strategies across all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student literacy achievement.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent for C&I Executive Director for Teaching & Learning Director of Curriculum **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Ensure process for administrator classroom visits to have a focus on the evidence and effectiveness of rigorous literacy-based strategies with an opportunity to collaborate and calibrate with administrators and C&I staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor and improve literacy-based strategies in Tier One Instruction and build leadership capacity.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent for C&I Executive Directors for Elementary & Secondary Education Executive Director for Teaching & Learning **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Embed additional content-based texts to curriculum documents across content areas with activities that require students to build vocabulary and consume material in order to build knowledge in content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased proficiency of students using reading and writing to deepen their content knowledge.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent for C&I Executive Director of Teaching & Learning Curriculum Coordinators **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details		Reviews			
Strategy 4: Use embedded content literacy in conjunction with literacy strategies to increase student understanding and application of content of knowledge and skills.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased proficiency with teachers to effectively use literacy strategies and reading and writing to deepen content knowledge of students in each content area. Students will also be able to transfer these skills across disciplines to better support their monitoring of their own comprehension of texts. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director of Teaching & Learning Curriculum Coordinators **Problem Statements:** Student Learning 1, 2					

Strategy 5 Details		Reviews			
Strategy 5: Support half of the elementary campuses in the training of the Texas Education Agency Literacy Academies in order for teachers to understand how to apply their learning to our current district beliefs and practices.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Enhance teachers knowledge and skills. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning Director of Curriculum **Problem Statements:** Student Learning 1, 2					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: With disruptions to learning over the past two years due to the COVID pandemic, we have observed a decrease in our reading achievement data. **Root Cause**: COVID significantly impacted the learning environment for students and teachers over the past two years.
Problem Statement 2: Some literacy achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. We continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners. **Root Cause**: We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

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

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

Strategy 1 Details		Reviews			
Strategy 1: Adopt and implement policies to improve curriculum and student safety.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The Board will adopt local policies on bullying prevention, integration of digital devices, curriculum materials on human sexuality instruction, and appeals of accelerated instruction decisions. **Staff Responsible for Monitoring:** General Counsel, Executive Director of Secondary Education, Executive Director of Technology, Assistant Director of PE/Health **Problem Statements:** District Processes & Programs 2		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Design effective implementation plan for newly revised Instructional Framework to build alignment between campuses, programs, and departments.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Directors for Elementary & Secondary Education Executive Director for Teaching & Learning **Problem Statements:** Student Learning 3, 4					
Strategy 3 Details		Reviews			
Strategy 3: Train campus administrators to be leaders on the implementation of the Instructional Framework to support teachers in the understanding of instructional expectations for NISD.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Enhance Tier 1 instruction and improve student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning Executive Director for Elementary and Secondary Education **Problem Statements:** Student Learning 3, 4					

Strategy 4 Details	Reviews			
Strategy 4: Design Learning Teams meetings with campus administrators and C&I team to focus on effective research-based Tier 1 strategies from the NISD Instructional Framework utilizing classroom walkthroughs and targeted agendas/conversations focused on closing gaps across all grade levels and populations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Better understanding of the best instructional strategies. Increased student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Directors for Elementary & Secondary Education Executive Director for Teaching & Learning **Problem Statements:** Student Learning 3, 4	35%			

Strategy 5 Details	Reviews			
Strategy 5: Develop in-depth professional learning opportunities on data analysis, data management systems, and intervention support for campus administrators and key campus leaders, as well as C&I leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Effective and efficient use of data to increase student achievement for all students. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning Executive Director for RAAD Executive Directors for Elementary & Secondary Education Executive Director for Student Support Services **Problem Statements:** Student Learning 3, 4				

Strategy 6 Details	Reviews			
Strategy 6: Enhance Quarterly Principal Monitoring Meetings with Principals to focus on closing gaps and at least a year's growth for all sub-pops in response to COVID slide.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student achievement, forecast state testing performance, and identify curriculum adjustments. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Elementary Education Executive Director for Secondary Education **Problem Statements:** Student Learning 3, 4	25%			

Strategy 7 Details	Reviews			
Strategy 7: Continued implementation of Collaborative Consultation to support students and general education teachers in the general education setting, thereby providing special education students access to the grade level TEKS and ensuring all appropriate supports are in place.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student achievement and close gaps. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Student Support Services Director of Special Education **Problem Statements:** Student Learning 3, 4				

Strategy 8 Details	Reviews			
Strategy 8: Evaluate possible Learning Management System update and develop Learning Management System migration and implementation timeline.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Determine preferred LMS solution for next school year. **Staff Responsible for Monitoring:** Executive Director of Technology **Problem Statements:** Demographics 1 - Student Learning 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The COVID pandemic has brought to light a greater need to emphasize the social-emotional well-being of our students along with the need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause**: Students from various demographic backgrounds are missing out on CCMR, life readiness, and social-emotion support because we haven't adequately focused on their unique needs.

Student Learning
Problem Statement 2: Some literacy achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. We continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners. **Root Cause**: We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.
Problem Statement 3: While our students historically perform well across our schools, gaps in achievement between schools and between student groups have grown larger. **Root Cause**: We are entering the third consecutive year involving the COVID pandemic, which is impacting our students. We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.
Problem Statement 4: While many of our students historically perform on level (Approaches) on state assessments, as we enter the third consecutive year involving the COVID pandemic, student achievement has not returned to pre-pandemic performance levels. **Root Cause**: COVID significantly impacted the learning environment for students and teachers over the past two years.

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

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

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

Strategy 1 Details				Reviews			
Strategy 1: Identify the groups of students who are underserved and underrepresented in CTE and advanced academic courses and market opportunities directly to them.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Ensure equitable access to learning opportunities for all students **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for RAAD Executive Director for Student Support Services Executive Director for Teaching & Learning Director of CTE Director of CCR **Problem Statements:** Demographics 1							

Strategy 2 Details				Reviews			
Strategy 2: Identify critical certifications for college, career, military, and life readiness. Determine what courses these certifications are aligned to and incorporate these into curriculum and scope and sequence.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase college, career, and military readiness for all students. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning Director of CTE Director of CCR **Problem Statements:** Demographics 1							

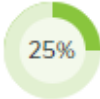| Strategy 3 Details				Reviews			
Strategy 3: Create student and parent CCMR resources to be included in the next Academic Planning Guide to help families prepare for future courses.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase college, career, and military readiness for all students. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning Executive Director for Student Support Services Executive Director for Secondary Education **Problem Statements:** Demographics 1							

Strategy 4 Details	Reviews			
Strategy 4: Provide face-to-face TSI assessment opportunities to all 9th- and 10th-grade students to ensure that all students are TSI met by the fall of their Junior year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase college readiness for all students. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning Director of CTE Director of CCR **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
Strategy 5: Provide social-emotional screeners and social-emotional diagnostic instruments in 3rd-5th grade students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase SEL support. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Student Support Services Executive Director for Elementary Education Director of Guidance & Counseling **Problem Statements:** Demographics 1				

Strategy 6 Details	Reviews			
Strategy 6: Incorporate NISD's SEL competencies with the state-adopted character traits to create a K-12 NISD framework.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase support and continuity of Social & Emotional Learning for all students. **Staff Responsible for Monitoring:** Assistant Superintendent of C&I Executive Director for Student Support Services Director of Guidance & Counseling **Problem Statements:** Demographics 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The COVID pandemic has brought to light a greater need to emphasize the social-emotional well-being of our students along with the need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose. **Root Cause**: Students from various demographic backgrounds are missing out on CCMR, life readiness, and social-emotion support because we haven't adequately focused on their unique needs.

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

Performance Objective 1: Faculty and Staff Support: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

Strategy 1 Details		Reviews			
Strategy 1: Develop and promote a teacher awareness campaign for National Board Certification and eligibility for TEA's Teacher Incentive Allotment designation.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Recruit, support, and retain highly-effective teachers in all schools, with particular emphasis on high-needs and rural schools. Reward teachers for their level of expertise. Provide incentives for highly-effective educators to teach at our most challenged campuses. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources Assistant Superintendent of Curriculum & Instruction Chief Financial Officer Executive Director Human Resources Executive Director of Teaching & Learning Executive Director of Financial Services Director of Secondary Staffing Director of Elementary Staffing **Problem Statements:** Perceptions 1		30%			

Strategy 2 Details		Reviews			
Strategy 2: Increase the indicators of "meaningfulness" and "appreciation" from the employee engagement survey to the average range.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase employee retention rates. Increase employee engagement and morale. Support recruitment efforts. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources Executive Director for Human Resources Director of Elementary Staffing Director of Secondary Staffing Department and Campus Administrators **Problem Statements:** Perceptions 1		25%			

Strategy 3 Details	Reviews			
Strategy 3: Conduct an internal stipend audit to make informed recommended changes to the Compensation Plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased employee retention rates. Support recruitment efforts.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent for Human Resources Chief Financial Officer Executive Director of Human Resources Executive Director of Financial Services Director of Secondary Staffing Director of Elementary Staffing **Problem Statements:** Perceptions 1	30%			

Strategy 4 Details	Reviews			
Strategy 4: Adopt and implement policies to improve professional development for educators and clarify duties of school counselors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The Board will adopt local policies for professional development of educators and duties of school counselors. **Staff Responsible for Monitoring:** General Counsel, Executive Director of Curriculum & Staff Development, Director of Counseling **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Fifty-six percent of employees indicated they were engaged in their work on the April 2021 Energage employee survey. The average engagement score for organizations is sixty-four percent. The lowest focus areas identified were employees not feeling appreciated and not believing their daily work is meaningful. **Root Cause**: Employees have faced new challenges and stressors with the COVID pandemic in their personal and professional lives. Following new protocols, increased student/staff absences, and transitioning to remote learning platforms have added to the workload for all of our employees. The pandemic coupled with district budgetary challenges may have negatively impacted employee morale.

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

Performance Objective 1: Equity and Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Strategy 1 Details	Reviews			
Strategy 1: Reflect Northwest ISD demographics by portraying the district's racial makeup accurately in photos and videos used for communications initiatives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district maintains an inclusionary environment where all families feel they belong. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director of Communications **Problem Statements:** Demographics 2 - Perceptions 2	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted equity professional learning to include strategies for looking at student work through the lens of equity and differentiation training targeted to different student groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen teacher and administrator skills. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning **Problem Statements:** Demographics 2 - Perceptions 2	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Develop a structure for the Equity and Diversity Committee to evaluate current implementation of each Belief Statement crafted by the committee during the 2020-2021 school year and set goals for continued improvement based on committee's assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhance equity practices across the district. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I C&I Executive Director Team **Problem Statements:** Demographics 2 - Perceptions 2	**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Targeted professional learning for the Equity and Diversity committee to support them with their work and next steps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase knowledge and skills related to equity and diversity. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Executive Director for Teaching & Learning **Problem Statements:** Demographics 2 - Perceptions 2	**Nov**	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide diverse texts to teachers and to curriculum documents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase opportunities for learning.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent for C&I Executive Director for Teaching & Learning Director of Curriculum				
Problem Statements: Demographics 2 - Student Learning 2 - Perceptions 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: With the rapid growth Northwest ISD continues to experience, our demographics are quickly changing and the culture is shifting from primarily rural to mostly suburban. Feedback from various stakeholder groups has indicated a need for leaders across the district to engage in courageous conversations about equity, diversity, inclusion, acceptance, belonging, and access to opportunities. **Root Cause**: Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates growing gaps in performance across some groups.

Student Learning
Problem Statement 2: Some literacy achievement gaps have grown larger between student groups across the district, requiring focused attention and targeted instruction in order to rapidly close these gaps. We continue to see challenges in equity among students from economically marginalized households, as well as our growing number of English Language Learners. **Root Cause**: We are experiencing record growth, welcoming over 1,700 new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Perceptions
Problem Statement 2: With the rapid growth Northwest ISD continues to experience, our demographics are quickly changing and the culture is shifting from primarily rural to mostly suburban. Feedback from various stakeholder groups has indicated a need for leaders across the district to engage in courageous conversations about equity, diversity, inclusion, acceptance, belonging, and access to opportunities. **Root Cause**: Our fast-growth school district is attracting more people to the area, increasing awareness of our community's diversity - culturally, religious, socio-economically, ability, technologically, etc. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates growing gaps in performance across some groups.

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

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

Strategy 1 Details	Reviews			
Strategy 1: NISD will embrace a culture of financial reform and continued transparency through strategic budget analysis and long-term financial planning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 5Cast monthly financial reports. Program evaluation/effectiveness studies. Updated financial services website to increase transparency. **Staff Responsible for Monitoring:** Chief Financial Officer Executive Director of Financial Services Financial Services Department Staff **Problem Statements:** District Processes & Programs 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Implement a new Financial Information System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Define project time line for a go-live date. Analysis of process and procedural changes to increase efficiencies. Parallel process to ensure accuracy of implementation. **Staff Responsible for Monitoring:** Chief Financial Officer Financial Services Department Staff Human Resources Department Staff Technology Department Staff **Problem Statements:** District Processes & Programs 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Achieve the highest standards in financial accountability and transparency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Earn a Superior rating on the school FIRST report. Receive the Certificate of Excellence in Financial Reporting from ASBO and GFOA for the Comprehensive Annual Financial Report. Earn the Purchasing Award of Merit from TASBO. Earn The Texas Comptroller of Public Accounts' Transparency Stars award. **Staff Responsible for Monitoring:** Chief Financial Officer Executive Director of Financial Services Executive Director of Purchasing **Problem Statements:** District Processes & Programs 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 1: Development and maintenance of Northwest ISD's budgetary and financial planning processes are challenged by the district's fast growth, the desire for a balanced budget, and the impact of Texas' school finance system. **Root Cause**: As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

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

Performance Objective 3: Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Deliver safety and active shooter training to all new staff, as well as a refresher course to all returning staff.	Formative			Summative
Strategy's Expected Result/Impact: Active shooter training completed within the first grading period of school. Staff have an increased awareness of how to assess active events and Avoid, Deny, Defend. Staff are aware of avenue to express concerns or stress they may experience from the training. **Staff Responsible for Monitoring:** Assistant Superintendent for Facilities Director of Safety and Security **Problem Statements:** District Processes & Programs 2	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Evaluate and monitor drill scenarios that empower staff and improve responses while providing resources and guidance for improvement.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Staff proficiency in safety and security protocols are monitored. Improved sense of order and security. Increased safety of students and staff. **Staff Responsible for Monitoring:** Assistant Superintendent for Facilities Director of Safety and Security **Problem Statements:** District Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Continued deployment of bond dollars dedicated to improving safety and security.	Formative			Summative
Strategy's Expected Result/Impact: Continued implementation of planned safety and security upgrades. Facilities strengthened for greater protection and safety in an emergency. Facilities' vulnerability to unwelcome access decreased. **Staff Responsible for Monitoring:** Assistant Superintendent for Facilities Director of Safety and Security **Problem Statements:** District Processes & Programs 2	Nov	Jan	Mar	May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

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

Addendums

District Improvement Plan Requirements

The detailed strategies of the 2021-2022 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

Requirements	NISD Action
1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	- Literacy and Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling. - New courses have been developed and made available for our new to the country students that are second language learners. These newcomer courses will support these students' language needs.
2. Methods for addressing needs of students for special programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)]	Student Services a. Suicide prevention - NISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for middle school students, and SOS for high school students. A parent letter is provided and parents can access the parent portal at https://sossignsofsuicide.org Counselors follow the NISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources. b. Conflict resolution - NISD administrators, school counselors, and intervention counselors conduct mediation for students as needed. NISD adopted Social-Emotional Learning (SEL) competencies in 2018: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.

	c. Violence prevention - NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the district's anonymous tip line reporting system to report undesired or suspicious activity: https://www.p3campus.com/TipForm.aspx?ID=229 Administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources are provided. d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia will receive training in MTA (Multisensory Teaching Approach). Continued job-embedded support with continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers. e. High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as: ● NISD's online Edgenuity program ● Board approved correspondence courses (Texas Tech K-12 or UT K-12) ● Texas Virtual School Network (TXVSN) ● Credit by exams (Texas Tech K-12 or UT K-12) ● Summer school High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons: ● Excessive academic struggles ● Returning from DAEP/probation/parole ● Returning from inpatient/outpatient facility ● Behavioral risk factors including drugs/alcohol ● Conflict resolution/anger management ● Qualifies for McKinney-Vento ● In the custody or care of DFPS

	● Follow-up care for suicidal ideation, suicidal attempt, or self-harm

Intervention counselors provide further opportunity for individual counseling, group counseling, or peer support programs.

NISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps. |
| 3. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)] | NISD is a 1 to 1 district in grades PK-12. Each student is provided a device or the option to bring their own.

Teacher training and technology is provided annually. |
| 4. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy (Senate Bill 11) | ● NISD staff are required to complete annual trauma-informed care & grief training
See Addendum - Northwest ISD Board Policy BQ, DMA, and FFBA. |
| 5. Staff development for professional staff of the district [TEC 11.252(3)(F)] | CCR
● Introduce CTE Externship program fully for 2019-2020. Award 10 Summer Externships for teachers to experience industry opportunities.
● Cross train all STEM Science and Math content teachers in PLTW core training.
● Establish membership and drive participation by CTE teachers in the North Central Texas Professional Learning Network (NCTX PLAN)
● Ensure all Math and Science CTE teachers have completed Texas Gateway Courses.
● Establish Industry advisory boards for all NISD Programs of Study |
| 6. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)] | Actions:
● All students grades 8-12 will have completed a Naviance interest survey.
● All Professional Communications instructors will have taken Texas OnCourse Training.
● All 8th grade students will complete professional communications or AVID and receive career education in these courses.
● All district communication concerning programs of studies is made available to the public.
● All programs of studies are aligned to |

	postsecondary opportunities and workforce expectations.
	• All students in grades 9-12 have access to Career and Technical education.
	• Students are provided opportunities to earn dual credit in 4 CTE programs of study.
	• A secondary Career Resource Center beyond the Counseling Go Centers will be established at each high-school campus with a variety of career interest materials available for free in various languages.
7. Accelerated education [TEC 11.252(c)(3)(H)]; and a. Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)] and [TEC 33.005]	Accelerated education - • At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. • Support for students accelerating across school levels (i.e. elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.
8. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	• NISD has adopted the TASB Model for SCOC • Staff training for Behavior Response to Intervention and Restorative Practices • FFI (LEGAL) Student Welfare Freedom from Bullying & FFI (LOCAL) Student Welfare Freedom from Bullying • SB 2432 Harassment of a District Employee • Transition plans for students returning from DAEP or JJAEP • New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811)

9. Dating violence [TEC 37.0831]	NISD staff are trained in dating violence: ● Statistics and information ● NISD local policy, harassment ● Definition and examples ● Reporting procedures ● Safety planning NISD students are trained in dating violence: ● Healthy relationships vs. unhealthy relationships ● Examples of abuse ● Requesting help NISD administrators utilize an NISD stay-away agreement for students, when necessary. See Addendum - Northwest ISD Board Policy FFH (LOCAL).
10. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student, and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]	● NISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: -factors indicating a child is at risk for sexual abuse or other maltreatment -likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment -internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional -techniques for reducing a child's risk of sexual abuse or other maltreatment -community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents ● All new employees also complete an additional 2-hour, Darkness to Light training specific to child sexual abuse ● NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish ● NISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body. ● Elementary parents receive a letter regarding the P.S. It's My Body Program with resources on the district website. ● ALL parents have access to the following

	Child/Sexual Abuse resources on the district website: -Statistics -Prevention techniques -Warning signs of possible sexual abuse -Myths about child sexual abuse -How to respond to an outcry of abuse -Child/sexual abuse resources ● NISD campuses raise awareness and recognize the national child abuse prevention month, April ● NISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help ● NISD will be researching educational materials to provide to parents to help with their identification of sex trafficking. ● See Addendum - Northwest ISD Board Policy BBD, BJCB, BQ, DMA, and FFG.
11. Strategies for recruiting highly effective teachers	HR ● University job fairs ● Host District job fair ● Competitive salaries and insurance benefits CCR: ● Strategically seek applicants who meet current requirements for dual credit through Tarrant County College. ● Advertise career opportunities with Career and Technical Teacher organizations i.e. VATAT, CTAT, ACTE etc. ● Utilize industry partnerships such as Medstar and Medical City Alliance to secure industry professionals with teaching credentials for medical training programs within NISD.

12. Information for middle school, junior high, d high school students, their teachers and unselors and their parents about
  a. higher education admissions and financial aid opportunities
  b. the TEXAS grant program and the Teach for Texas grant program
  c. the need for students to make informed curriculum choices to be prepared for success beyond high school
  d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]
	● All students complete a 4 year plan
	● College and Career Facilitators have been added to help assist the number of students enrolling and pursuing post secondary opportunities in high school.
	● All secondary students are afforded information, assistance and advisement concerning FASFA.
	● Texas Tech University College Counselor will work directly with students concerning postsecondary opportunities.
	All secondary students will have access to Naviance.

13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081	NISD contracts with local entities to provide school resource officers.
14. Freedom from bullying policy	● NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the District's anonymous tip line reporting system to report undesired or suspicious activity: https://www.p3campus.com/TipForm.aspx?ID=229 ● See Addendum - Northwest ISD Board Policy FFI (Legal) and FFI (Local)
15. State Compensatory Education Program	● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RtI strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities. ● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk teachers, RtI teachers, truancy intervention counselor, Family & Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists
16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]	● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of academic school year as required by the Texas Education Agency. ● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, child care assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction. ● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.

Title 1A	● District level parental involvement activities, training and support through Parents As Teachers program ● Additional staff provided to Title 1 campuses (CIT, intervention specialist, and aides) ● Parenting education

Title ID	● Activities that facilitate the transition of from the correctional program in an institution to employment
	   ○ motivational speakers
	   ○ job skill training
	● Academic support

Title II	● New teacher induction program ● Professional development and training for instructional leaders ● RtI coordinator salary ● ESL certification reimbursement ● Private non-profit school partnership ● New district wide dyslexia program training and materials
Title III	● ESL/Bilingual Instructional coach ● Bilingual Parents As Teachers & Newcomers staff ● Parent liaison
Title IV	● Hot spots to increase at-risk students accessibility to credit recovery ($50.00) ● SEL staff training ● AP exam support for FRL students ($3,000.00) ● College tuition support for FRL students ● OnRamps textbook support for FRL ● Duke Tip support for FRL ● Enrichment summer camps for FRL ($3,150.00) ● Private non-profit school partnerships ($1,059.00) ● Parenting education ($4,944.00) ● Online SEL assessment 8th grade ($7,926.00) ● Instruments ($7,200.00)

STUDENT WELFARE   FFI
FREEDOM FROM BULLYING   (LEGAL)

DEFINITION   "Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school.

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

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

INTERNET POSTING   The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Northwest ISD
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STUDENT WELFARE
FFI
FREEDOM FROM BULLYING
(LOCAL)

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

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

Open Meetings Act Training	Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Texas Open Meetings Act).
	The attorney general may provide the training and may also approve other acceptable sources of training.
	The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.
	Gov't Code 551.005
Public Information Act Training	Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*
SBOE-Required Training	A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*
	The continuing education required under Education Code 11.159 applies to each member of the board and consists of orientation sessions, an annual team-building session with the board and the superintendent, and specified hours of continuing education based on identified needs. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*
	The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*
	No continuing education shall take place during a board meeting unless that meeting is called for the delivery of board member continuing education. Continuing education may take place before or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(c)*
	Annually, the SBOE shall commend those board-superintendent teams that receive at least eight hours of continuing education in

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

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

19 TAC 61.1(k), (l)

Reporting

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

Orientation

Local District Orientation

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

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

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

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

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

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

First Year

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

Subsequent Years

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

Board President

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

Evaluating Student Academic Performance

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

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

19 TAC 61.1(b)(4)

Authorized Provider

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

Contents

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

1. Instruction in school board behaviors correlated to improved student outcomes with emphasis on inputs, outcomes, and collaborative student outcome goal setting;

2. Instruction in progress monitoring to improve student outcomes with emphasis on progress monitoring practices, formative assessments, interim assessments, and summative assessments; and

3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the Education Code Chapter 39, and the state accountability rating system.

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

19 TAC 61.1(b)(4)

Identifying and Reporting Abuse	The SBOE shall require a trustee to complete every two years at least one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.
Time for Completion	A candidate may complete the training on evaluating student academic performance or identifying and reporting abuse up to one year before the candidate is elected.

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

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

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

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

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

Team Building

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

Identifying and Reporting Abuse

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

Planning and Decision-Making Process

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

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.

2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.

3. Limit or affect the power of a board to govern the public schools.

4. Create a new cause of action or require collective bargaining.

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

Evaluation

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

Administrative Procedure

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

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

Education Code 11.251(d)

Federal Requirements

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

Required Plans

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

1.   Are mutually supportive to accomplish the identified objectives; and

2.   At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

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

1.   Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;

2.   Attendance rates;

3.   Pre- and post-assessment results;

4.   Dropout rates;

5.   Graduation rates; and

6.   Recidivism rates.

19 TAC 103.1201(b)

District Improvement Plan

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

The district improvement plan must include provisions for:

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

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

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.

3. Strategies for improvement of student performance that include:

   a. Instructional methods for addressing the needs of student groups not achieving their full potential.

   b. Methods for addressing the needs of students for special programs, including:

      (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];

      (2) Conflict resolution programs;

      (3) Violence prevention programs; and

      (4) Dyslexia treatment programs.

   c. Dropout reduction.

   d. Integration of technology in instructional and administrative programs.

   e. Discipline management.

   f. Staff development for professional staff of a district.

   g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

   h. Accelerated education.

4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

   a. Higher education admissions and financial aid opportunities.

b.   The TEXAS grant program and the Teach for Texas grant program.

c.   The need for students to make informed curriculum choices to be prepared for success beyond high school.

d.   Sources of information on higher education admissions and financial aid.

5.   Resources needed to implement identified strategies.

6.   Staff responsible for ensuring the accomplishment of each strategy.

7.   Timelines for ongoing monitoring of the implementation of each improvement strategy.

8.   Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9.   The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

10.   The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]

11.   A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*

12.   A dating violence policy that must:

a.   Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and

b.   Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:

   a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];

   b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and

   c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

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

   Education Code 11.252(a)(9), 38.0041

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

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

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.

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

3.   Identify how the campus goals will be met for each student.

4.   Determine the resources needed to implement the plan.

5.   Identify staff needed to implement the plan.

6.   Set time lines for reaching the goals.

7.   Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

8.   Provide for a program to encourage parental involvement at the campus.

9.   Include goals and methods for violence prevention and intervention on campus.

10.   If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

   a.   Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

   b.   Student academic performance data;

   c.   Student attendance rates;

   d.   The percentage of students who are educationally disadvantaged;

   e.   The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

   f.   Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

Staff Development

Educator

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

Principal

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

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

Training Specifics—
Educators

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

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Staff development may include:

1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;

2. Training in preventing, identifying, responding to, and reporting incidents of bullying;

3. Digital learning; and

4. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

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

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

Students with Disabilities

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

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

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

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

Education Code 21.451(d)(2), (e)–(f)

Suicide Prevention

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

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.

2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.

3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

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

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

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

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

Staff Development Account

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

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

Mental Health Support Programs

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

1. Early mental health intervention;

2. Mental health promotion;

3. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;

4. Substance abuse prevention and intervention;

5. Suicide prevention;

6. Grief-informed and trauma-informed practices;

7. Positive behavior interventions and supports and positive youth development; and

8. Safe, supportive, and positive school climate.

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

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

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;

2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and

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

Required Training

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

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

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

Health and Safety Code 161.325

Child Abuse, Sex Trafficking, and Maltreatment

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

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

The training shall address:

1. Factors indicating a child is at risk for sexual abuse, sex trafficking, or other maltreatment;

2. Likely warning signs indicating a child may be a victim of sexual abuse, sex trafficking, or other maltreatment;

3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, sex trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

4. Techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and

5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for district employees, students, and parents.

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

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

Education Code 38.0041(c)–(f)

Trauma-Informed Care

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

Student Discipline

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

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

Education Code 37.0181

Test Administration Procedures

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

Cybersecurity Training

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

Special Programs Training

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

Texas Adolescent Literacy Academies

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and

2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:

    a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or

    b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

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

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

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

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

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

Teacher Literacy Achievement Academies

A district shall ensure that:

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

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

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.

3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible Course

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

Automated External Defibrillators

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

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

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

1.   Participate in the instruction; and

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

Education Code 22.902

Extracurricular Activity Safety Training

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

1.   A coach or sponsor for an extracurricular athletic activity;

2.   A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;

3.   A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and

4.   A director responsible for a school marching band.

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

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

Records

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

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

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

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

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

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

Education Code 33.091(c-1)

Concussions

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

1.   A coach of an interscholastic athletic activity shall take a course approved by the UIL.

2.   An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.

3.   A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

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

Education Code 38.158

Seizure Recognition and Related First Aid

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

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

Education Code 38.033(a), (b)

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

Reporting Child Abuse and Neglect

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

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

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

STUDENT WELFARE   FFG
CHILD ABUSE AND NEGLECT   (LEGAL)

Policies and Programs	A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*
	A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*
Duty to Report By Any Person	Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*
Abuse of Persons with Disabilities	A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).
	A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.
	A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.
	Human Resources Code 48.051, .052, .054
By a Professional	Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect.
	A professional may not delegate to or rely on another person to make the report.
	A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.
	Family Code 261.101(b)
Adult Victims of Abuse	A person or professional shall make a report in the manner required above if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person

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

Psychotropic Drugs and Psychological Testing

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

1.   Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2.   Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

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

Contents of Report

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

1.   The name and address of the child;

2.   The name and address of the person responsible for the care, custody, or welfare of the child; and

3.   Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

To Whom Reported

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

All other reports shall be made to:

1.   Any local or state law enforcement agency;

2.   DFPS, Child Protective Services (CPS) Division;

3.   A local office of CPS, where available; or

4.   The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

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

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

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

SBEC Disciplinary Action

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

Investigations

Reports to District

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

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

Interview of Student

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

Interference with Investigation

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

Confidentiality

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

Reporting Policy

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

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

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

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

The policies must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;

2. Prohibitions against interference with an investigation of a report of child abuse or neglect, including:

    a. The prohibition, under Family Code 261.302 and 261.303, against denying an investigator's request to interview a student at school; and

    b. The prohibition, under Family Code 261.302, against requiring the presence of a parent or school administrator during an interview by an investigator.

3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;

4. Confidentiality provisions relating to a report of suspected child abuse or neglect;

5. Any disciplinary action that may result from noncompliance with a district's reporting policy;

6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above]; and

7. The current toll-free number for DFPS.

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

19 TAC 61.1051(a)

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

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

Required Poster

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

1.   Be in a format and language that is clear, simple, and understandable to students;

2.   Be in English and in Spanish;

3.   Be 11 inches x 17 inches or larger;

4.   Be in large print;

5.   Be placed at eye-level to the student for easy viewing; and

6.   Include the following information:

   a.   The current toll-free DFPS Abuse Hotline telephone number (in bold print);

   b.   Instructions to call 911 for emergencies; and

   c.   Directions for accessing the DFPS Texas Abuse Hotline website[1] for more information on reporting abuse, neglect, and exploitation.

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

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[1] Texas Abuse Hotline website: http://www.txabusehotline.org

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

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

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

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

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

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

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

Are there any restrictions on reporting?

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

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

To whom do I make a report?

Reports may be made to any of the following:

- The CPS division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the web at www.txabusehotline.org; or

- One of the local law enforcement agencies:

  Argyle (940) 464-7254

>   Fort Worth (817) 335-4222

>   Justin (940) 648-2911

>   Newark (817) 489-2201

>   Rhome (817) 636-2400

>   Roanoke (817) 491-6052

>   Trophy Club (972) 434-5500

- One of the County Sheriff Departments:

>   Denton County (940) 349-1700

>   Tarrant County (817) 884-1111

>   Wise County (940) 627-5971

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

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

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

Will my report be kept confidential?

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

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

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

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

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

- You may be placing a child at risk of continued abuse or neglect;

- You are violating the law and may be subject to legal penalties, including criminal sanctions;

- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and

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

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or

- Requiring that a parent or school employee be present during the interview.

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

Planning and Decision-Making Process

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

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.

2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.

3. Limit or affect the power of a board to govern the public schools.

4. Create a new cause of action or require collective bargaining.

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

Evaluation

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

Administrative Procedure

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

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

Education Code 11.251(d)

Federal Requirements

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

Required Plans

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

1.   Are mutually supportive to accomplish the identified objectives; and

2.   At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

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

1.   Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;

2.   Attendance rates;

3.   Pre- and post-assessment results;

4.   Dropout rates;

5.   Graduation rates; and

6.   Recidivism rates.

19 TAC 103.1201(b)

District Improvement Plan

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

The district improvement plan must include provisions for:

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

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

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.

3. Strategies for improvement of student performance that include:

    a. Instructional methods for addressing the needs of student groups not achieving their full potential.

    b. Methods for addressing the needs of students for special programs, including:

        (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];

        (2) Conflict resolution programs;

        (3) Violence prevention programs; and

        (4) Dyslexia treatment programs.

    c. Dropout reduction.

    d. Integration of technology in instructional and administrative programs.

    e. Discipline management.

    f. Staff development for professional staff of a district.

    g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

    h. Accelerated education.

4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

    a. Higher education admissions and financial aid opportunities.

b. The TEXAS grant program and the Teach for Texas grant program.

c. The need for students to make informed curriculum choices to be prepared for success beyond high school.

d. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Timelines for ongoing monitoring of the implementation of each improvement strategy.

8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]

11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*

12. A dating violence policy that must:

a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and

b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:

   a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];

   b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and

   c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

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

   Education Code 11.252(a)(9), 38.0041

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

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

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.

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

3. Identify how the campus goals will be met for each student.

4. Determine the resources needed to implement the plan.

5. Identify staff needed to implement the plan.

6. Set time lines for reaching the goals.

7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

8. Provide for a program to encourage parental involvement at the campus.

9. Include goals and methods for violence prevention and intervention on campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

    b. Student academic performance data;

    c. Student attendance rates;

    d. The percentage of students who are educationally disadvantaged;

    e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

    f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

Staff Development

Educator

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

Principal

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

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

Training Specifics—Educators

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

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Staff development may include:

1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;

2. Training in preventing, identifying, responding to, and reporting incidents of bullying;

3. Digital learning; and

4. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

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

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

Students with Disabilities

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

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

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

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

Education Code 21.451(d)(2), (e)–(f)

Suicide Prevention

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

1.   All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.

2.   Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.

3.   Districts shall provide the training to all currently employed educators on or by September 30, 2016.

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

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

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

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

Staff Development Account

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

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

Mental Health Support Programs

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

1. Early mental health intervention;

2. Mental health promotion;

3. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;

4. Substance abuse prevention and intervention;

5. Suicide prevention;

6. Grief-informed and trauma-informed practices;

7. Positive behavior interventions and supports and positive youth development; and

8. Safe, supportive, and positive school climate.

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

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

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;

2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and

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

Required Training

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

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

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

Health and Safety Code 161.325

Child Abuse, Sex Trafficking, and Maltreatment

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

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

The training shall address:

1.   Factors indicating a child is at risk for sexual abuse, sex trafficking, or other maltreatment;

2.   Likely warning signs indicating a child may be a victim of sexual abuse, sex trafficking, or other maltreatment;

3.   Internal procedures for seeking assistance for a child who is at risk for sexual abuse, sex trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

4.   Techniques for reducing a child's risk of sexual abuse, sex trafficking, or other maltreatment; and

5.   Community organizations that have relevant existing research-based programs and that are able to provide training or other education for district employees, students, and parents.

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

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

Education Code 38.0041(c)–(f)

Trauma-Informed Care

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

Student Discipline

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

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

Education Code 37.0181

Test Administration Procedures

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

Cybersecurity Training

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

Special Programs Training

Texas Adolescent Literacy Academies

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

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and

2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:

    a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or

    b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

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

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

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

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

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

Teacher Literacy Achievement Academies

A district shall ensure that:

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

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

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.

3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible Course

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

Automated External Defibrillators

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

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

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

1.   Participate in the instruction; and

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

Education Code 22.902

Extracurricular Activity Safety Training

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

1.   A coach or sponsor for an extracurricular athletic activity;

2.   A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;

3.   A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and

4.   A director responsible for a school marching band.

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

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

Records

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

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

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

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

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

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

Education Code 33.091(c-1)

Concussions

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

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.

2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.

3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

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

Education Code 38.158

Seizure Recognition and Related First Aid

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

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

Education Code 38.033(a), (b)

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

Trauma-Informed Care Policy

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

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:

    a. Increasing staff and parent awareness of trauma-informed care; and

    b. Implementation of trauma-informed practices and care by district and campus staff; and

2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

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

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Health and Safety Code 161.325;

2. As part of any new employee orientation for all new district educators; and

3. To existing district educators on a schedule adopted by TEA that requires educators to be trained at intervals necessary to keep educators informed of developments in the field.

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

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

Education Code 38.036(c)–(d), (f)

Reporting to TEA

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

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

2. The total number of teachers, principals, and counselors employed by the district.

Education Code 38.036(e)

Trauma-Informed Care Program	The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.
Training	The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.
Annual Report	The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

> ***Note:*** This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures	An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.
	A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.
Timely Reporting	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
Notice to Parents	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
	[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]
Investigation of Reports Other Than Title IX	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.
	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.
	If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.
	The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.
	The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
Notification of Outcome	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action *Prohibited Conduct*	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment–Title IX

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

•   Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

•   Consider the complainant's wishes with respect to supportive measures; and

•   Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;

2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

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

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.