

# Northwest Independent School District

## District Improvement Plan

### 2023-2024



**Board Approval Date:** September 25, 2023

# Mission Statement

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

## Vision

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

## Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

Northwest ISD hit a historical milestone with the start of the 2023-2024 school year. Enrollment eclipsed 30,100 students and the district opened five new schools — two replacement schools and three new campuses — to help accommodate the district’s rapid student enrollment growth.

Northwest ISD is the fastest-growing school district in North Texas. The district is also unique in that growth is happening across the district and is not limited to a single area. NISD continues to top the charts for annual starts, annual closings, inventory, vacant developed lots, and future lots as compared to other DFW, fast-growth school districts.

Zonda, the district’s demographer, expects NISD will experience a 4-5% annual growth rate for the foreseeable future, with student enrollment reaching approximately 43,355 in ten years.

### Ten-Year Enrollment Forecast - 2Q23 Demographic Report

Year (Oct.)	Total	Growth	% Growth
2018/19	24,141		
2019/20	25,040	899	3.70%
2020/21	25,383	343	1.40%
2021/22	27,612	2,229	8.80%
2022/23	29,150	1,538	5.60%
2023/24	30,527	1,377	4.70%
2024/25	32,018	1,491	4.90%
2025/26	33,449	1,431	4.50%
2026/27	34,930	1,481	4.40%

Year (Oct.)	Total	Growth	% Growth
2027/28	36,396	1,466	4.20%
2028/29	37,997	1,601	4.40%
2029/30	39,532	1,535	4.00%
2030/31	40,838	1,306	3.30%
2031/32	42,145	1,307	3.20%
2032/33	43,355	1,210	2.90%

Accommodating the rapidly increasing student population and preparing all students for their future remains a top challenge for Northwest ISD.

### Student Demographics

Our student body comes to us from a wide array of backgrounds, experiences, ethnicities, and beliefs. As our student population increases, the diversity of our students and families also continues to change.

White	52.74%
Hispanic/Latino	24.48%
Black/African American	11.84%
Asian	6.67%
American Indian/Alaskan	.54%
Hawaiian/Pacific Island	.25%

The percentage of economically disadvantaged students increased from 23.63% to 26.78%. The percentage of ESL students is 7.87%. [Data Source: 2022-2023 October Fall PEIMS Data Collection]

Northwest ISD made a positive change for its youngest students this school year with the implementation of full-day PreKindergarten. Understanding the importance of a strong educational foundation, seeing the data supporting the educational benefits of full-day PreKindergarten, and knowing that the half-day program prevents some families from being able to participate, NISD made a commitment to advance and complete the program transition from half-day to full-day.

While an increase in the number of enrolling, qualified Prekindergarten students was expected, the district did not have a previous baseline to anticipate the initial jump in enrollment due to the program expansion. NISD began the 2023-2024 school year with 839 students (not including the 77 pending students) as compared to last year's beginning of the year count of 486.

<b>2022-2023 PreKindergarten</b>	<b>2023-2024 PreKindergarten</b>
21 Total Classrooms	46 Total Classrooms
8 Full-Day Classrooms	46 Full-Day Classrooms
13 Half-Day Programs	0 Half-Day Programs
4 Full-Day Dual Language	4 Full-Day Dual Language

As our PreKindergarten program continues to increase due to district-wide growth, we are looking forward to the four Early Childhood centers approved in the 2023 bond election that will help accommodate our youngest learners.

NISD students speak more than 68 different languages, which presents unique communication and academic challenges for students, families, and staff. The top five languages in NISD include the following [Data Source: Cognos, June 28, 2023]:

- Spanish 48%
- Nepali 7%
- French 7%
- Telugu 4%
- Arabic 3%

Our fast growth, the number of students new to NISD, and the changing demographics 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.

While it’s easier to see the impact of the total enrollment increase on our school system, we also realize the importance of being aware of the impact of higher numbers of student turnover. For example, from the end of the 2022-2023 school year to September 8, NISD enrolled 5,145 students. However NISD staff actually processed 7,148 students considering the 2,003 students who were withdrawn. This higher number of students processed impacts staff workload, particularly of our special education department as we see higher numbers of students with various special 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**

As the student population grows, so does our staff to meet the growing need. Northwest ISD has more than 3,350 full-time employees.

### Staffing by Race

Race	Number	Total	Percent of Staff
Asian	37.8	3,147.6	1.1%
Black	99.9	3,147.6	3.1%
Hispanic	385	3,147.6	12.3%
Am Indian/Alaskan Native	9.7	3,147.6	0.4%
2 or More Races	26.9	3,147.6	0.8%
White	2588.3	3,147.6	82.3%

[Data Source: 2022-2023 October Fall PEIMS Data Collection]

Education remains a field of predominantly white females, but the makeup of Northwest ISD's staff is becoming slightly more diversified and the intentional effort to find excellent teachers that more closely represents the diversity of the student body continues.

Last year, the Human Resources team hired a record-setting number of new staff members (approximately 740+). As to be expected in a large, fast-growth district opening five new schools, NISD continues to hire large numbers of new staff members. The number of new teachers and staff creates additional strain on our district systems, processes, and professional development which can be felt at both the campus and district levels. The number of new hires is a great reminder of the importance of engaging new staff members and reinforcing the district's culture and standards of excellence.

Our ability to recruit and retain exceptional staff will continue to be a critical goal as we look toward the future. Considering the highly competitive job market and salary schedule, as well as personal and professional strains and the current political climate, this will be a continuing concern.

#### Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Increase in student enrollment provides a positive increase in district revenue per current school finance structure.

- Effective and ongoing process for stakeholders to evaluate and plan for the physical and programming needs of the district.
- Effective communications with the community of growth needs.
- North Texas has a strong, growing economy.

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

**Problem Statement 1 (Prioritized):** Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment. **Root Cause:** The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 33% built out, there is ample land for continued, long-term development and growth.

# 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. Based on student performance on STAAR, NISD students consistently outperformed the region and state in reading at all performance levels.

<b>3rd Grade STAAR Reading</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	82	77	77
Meets	58	51	51
Masters	24	20	20

<b>4th Grade STAAR Reading</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	84	78	78
Meets	57	48	47
Masters	28	22	21

<b>5th Grade STAAR Reading</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	88	81	81
Meets	66	57	56
Masters	39	29	28

<b>6th Grade STAAR Reading</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	83	76	76
Meets	57	51	52
Masters	25	22	22

<b>7th Grade STAAR ELA</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	87	77	77
Meets	66	54	52
Masters	34	27	26

<b>8th Grade STAAR Reading</b>	<b>Region</b>	<b>Region</b>	<b>State</b>
Approach	88	81	82
Meets	65	55	56
Masters	32	27	27

<b>ELA 1 EOC</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	81	76	74
Meets	45	40	38
Masters	13	16	15

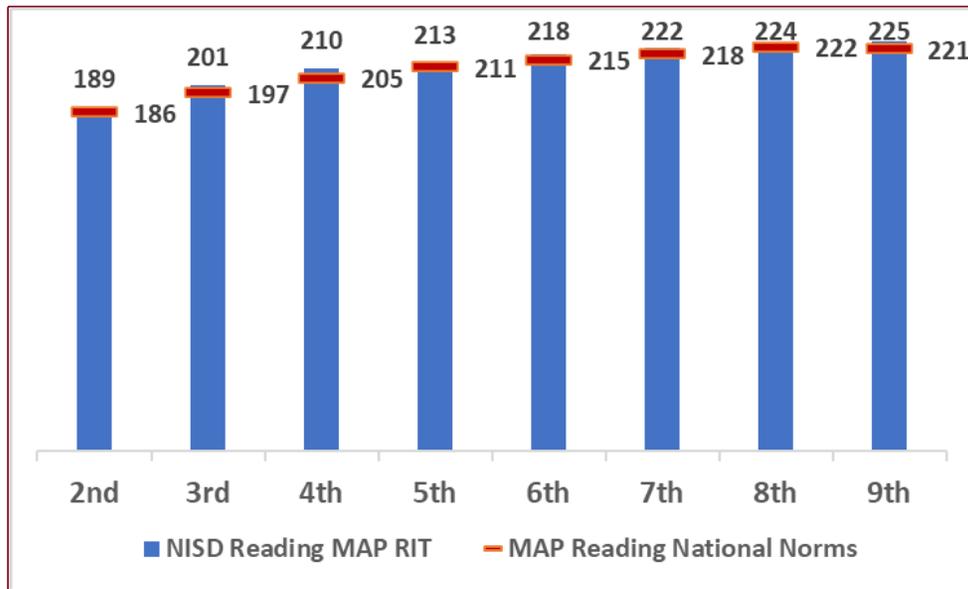
<b>ELA 2 EOC</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	84	75	74
Meets	70	58	56

ELA 2 EOC	District	Region	State
Masters	11	9	9

Map Data also shows strong growth in Reading from the beginning of the year to the end of the year:



When comparing student learning in Reading to national norms, NISD students perform at or above others.



Based on student performance on STAAR, NISD students consistently outperformed the region and state in math at all performance levels, as well.

3rd Grade STAAR Math	District	Region	State
Approach	75	71	73
Meets	47	43	44
Masters	20	19	19

4th Grade STAAR Math	District	Region	State
Approach	71	69	70
Meets	48	47	47
Masters	23	22	22

<b>5th Grade STAAR Math</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	82	78	80
Meets	54	49	50
Masters	26	21	21

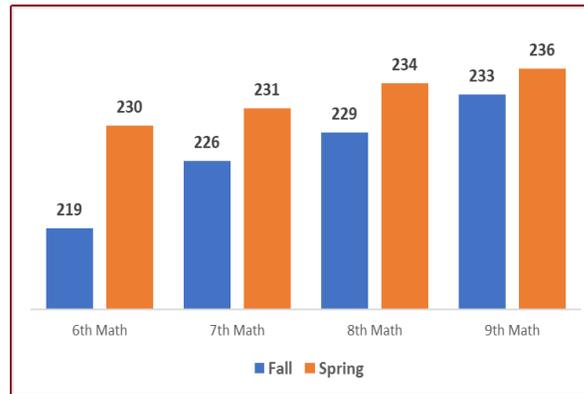
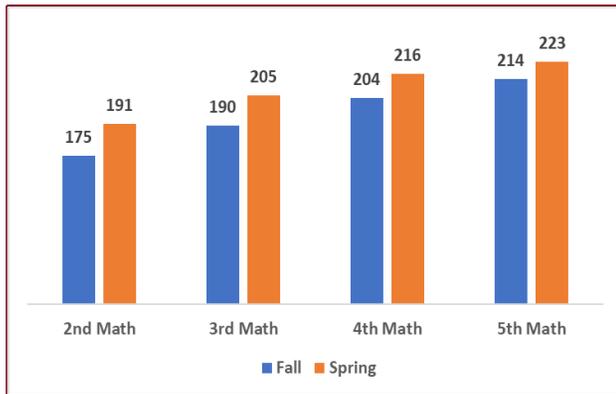
<b>6th Grade STAAR Math</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	81	76	74
Meets	43	40	38
Masters	13	16	15

<b>7th Grade STAAR Math</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	66	61	61
Meets	39	35	35
Masters	14	10	10

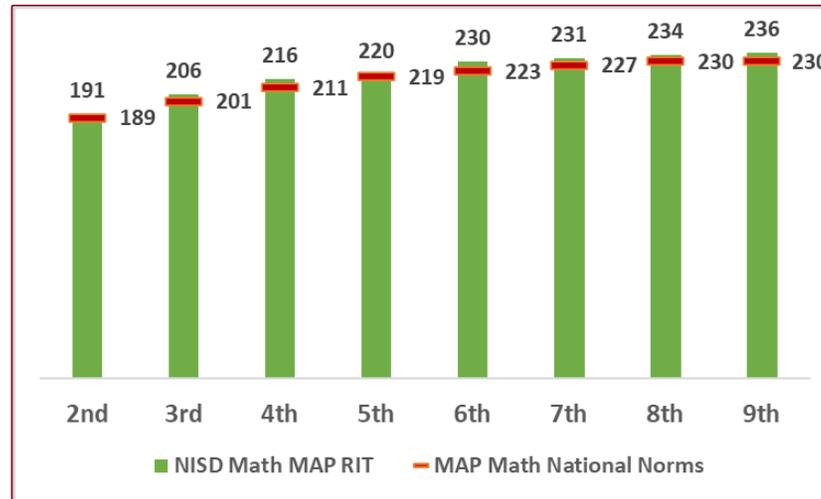
<b>8th Grade STAAR Math</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Approach	81	74	74
Meets	53	44	44
Masters	20	17	16

Algebra 1 EOC	District	Region	State
Approach	85	77	78
Meets	52	45	45
Masters	27	24	24

Map Data also shows growth in Math from the beginning of the year to the end of the year:



When comparing student learning in Math to national norms, NISD students perform at comparable levels to others, with first-grade students outperforming national norms.



### Student Learning Strengths

#### Student learning strengths include:

- Curriculum review and classroom walkthroughs of content literacy supports and strategies for students to read, write, and speak at high levels in all content areas.
- Professional learning and PLCs focused on supporting teachers with content literacy strategies and instruction.
- Supported teachers with intentional planning that aligns to the TEKS, promoted students’ engagement, and supports high levels of rigor and transfer through the use of strategies from the Lead4ward Playlist.
- Continued focus and implementation of the Instructional Framework to guide teachers and administrators in planning, instruction, assessment, and student engagement.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** While our students historically perform well across the district, gaps in achievement are still present and must be addressed. **Root Cause:** As the fastest growing district across DFW, we are welcoming a record number of 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 2 (Prioritized):** Students from all demographics and backgrounds need 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:** Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

## District Processes & Programs

### District Processes & Programs Summary

#### Instructional Programs

NISD has extensive curricular programs for all students. Beginning in kindergarten, students 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. A wide range of support systems are provided to students, that may include:

- Full Day Pre-K
- Dyslexia support
- ELL support
- Reading Recovery
- MTSS student plans
- Accelerated Instruction
- Credit recovery programs

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

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

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/>.

#### Staff Support: Curriculum, Professional Development, and Support

While Northwest ISD recognizes all teachers as orchestrators of the symphony of learning in their classroom, NISD also takes great pride in providing a unified, well-developed curriculum. The quality of the prepared curriculum provides all teachers with a solid foundation and helps ensure continuity across the district.

Professional Development that meets the needs of our teachers is crucial to student success. From Engage to Welcome Home, Northwest ISD offers multiple opportunities for teachers and staff to receive additional training and hone their

personal skills and talents, while continuously exploring researched-based instructional strategies that support our aligned and rigorous curriculum. Implemented for the start of the 2023-2024 school year, the initial feedback on the new Welcome Home format has received rave reviews from teachers, principals, and district administrators.

Based on feedback from principals and staff, Northwest ISD has taken great efforts to put intentional support systems in place to aid teachers in the classroom. Highlights of these systems of support include welcoming our new teachers with our mentor programs, strengthening the level of teaching through instructional coaches, and improving classroom behavior and disruption through our behavioral interventionists.

We have noticed a trend of teachers new to Northwest ISD taking note and sharing their amazement of the level of the district's prepared curriculum and the support they receive as teachers. We have received such positive feedback, that we believe increasing awareness of our district standards, curriculum, and available staff support could serve as an attractive recruitment tool.

## **Communications**

Northwest ISD maintains a robust set of communication methods to keep families, staff, and community members informed about district news and events. District-level communications methods include community and staff newsletters, social media channels, website postings, photo and video updates, and media engagement. Campuses also send regular newsletters and manage social media channels. Parents and staff continue to provide positive feedback regarding the addition of ParentSquare. The streamlined communications tool assists in managing a multitude of messages and keeping various messages organized and easy to locate.

## **Fast-Growth Planning**

Northwest ISD remains the fastest growing district in North Texas. As the district continues to grow, we recognize the need to continually evaluate our systems and processes to maintain efficient operations while managing the large increase in our student body.

Northwest ISD voters approved all three propositions of the May 2023 bond election. This approval funded \$1.995 billion worth of projects and positions NISD to adequately prepare for future growth as the projects are expected to accommodate an additional 8,400 students. As NISD monitors the growth district-wide, the district will continue to utilize proper planning as the new schools, facilities, and additions are planned and scheduled.

## 88th Legislative Session

Following the conclusion of the 88th Legislative Session, there are several new laws the district has begun implementing. Unfortunately, the legislature did not address school finance as had been hoped despite the state's unprecedented surplus. As NISD and fellow school districts anxiously await the potential third special session on school choice, we are prepared to advocate for public education and are hesitantly hopeful that additional state funding could be considered.

### District Processes & Programs Strengths

District processes and programs strengths include:

- Northwest ISD has a strong and viable curriculum that is aligned across schools and grade levels. District and campus staff work together to continuously monitor and adjust professional learning needs to enhance instruction across the district. Structures and process are in place to support and adapt to the needs of our teachers so they are equipped to meet the needs of our students.
- Staff and students have 24/7 access to district technology resources to support learning and business needs as determined by their role in the organization.
- Northwest ISD continues to provide the proper planning strategies that allow the district to keep up with the fast-growing communities within the district.
- Our campuses and other facilities maintain a safe and secure environment, and our staff and students are prepared to respond to events that may occur.
- 84% of families are satisfied or very satisfied with district communication [2023 Family Survey Results].
- 82% of families agree that teachers hold and communicate high expectations for their children [2023 Family Survey Results].

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Northwest ISD and our programs and processes are constantly evolving as we strive for continuous improvement to address needs across the district. Parents, students, staff, and community members - particularly newcomers or long-term residents who are no longer associated with our schools - are sometimes unfamiliar with our standards, processes, and/or new initiatives. **Root Cause:** Parental engagement and involvement in a child's education has a direct, positive association on academic performance. The constant state of change due to rapid growth is an additional challenge. Effectively reaching and informing all members of our growing and diversified district is challenging, yet is needed to ensure that stakeholders are informed and a part of NISD.

**Problem Statement 2 (Prioritized):** Texas' assessment and accountability system is primarily limited to performance on one testing system, STAAR. The state's standardized tests do not measure the "whole child" or consider how the district is meeting the educational desires, expectations, or needs of our local community. Feedback has remained consistent that STAAR results are not an accurate measure of student success. **Root Cause:** As a public entity, Northwest ISD is accountable to our students, parents, staff, and community. Our community values accomplishments, benchmarks, and student growth measures beyond STAAR test scores. These measures are not accurately reflected in our state accountability rating and are not conveniently available in a single location.

# Perceptions

## Perceptions Summary

### Northwest ISD's New Strategic Goals and Priorities

The vision of Northwest Independent School District is to empower learners and leaders to positively impact the world. Our Strategic Framework is embraced throughout the district and the beliefs, vision, mission, goals, and priorities represented are the foundation of our work. The district's core belief of putting kids first resonates throughout Northwest ISD and is recognized by parents and staff alike.

Strategic planning continues to provide the district a strong foundation with a new set of strategic goals and priorities developed last spring and approved by the board in June. The three new goals and nine new priorities have been unveiled, but work will continue to embed these new areas into our district culture.



#### Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

#### Our Vision

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

#### Our Mission

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.

#### Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Northwest ISD will provide	Northwest ISD will recruit, value,	Northwest ISD will foster a safe

personalized learning experiences and cultivate the growth and achievement of every student.

**NISD PRIORITIES:**

Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**NISD PRIORITIES:**

Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**NISD PRIORITIES:**

Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

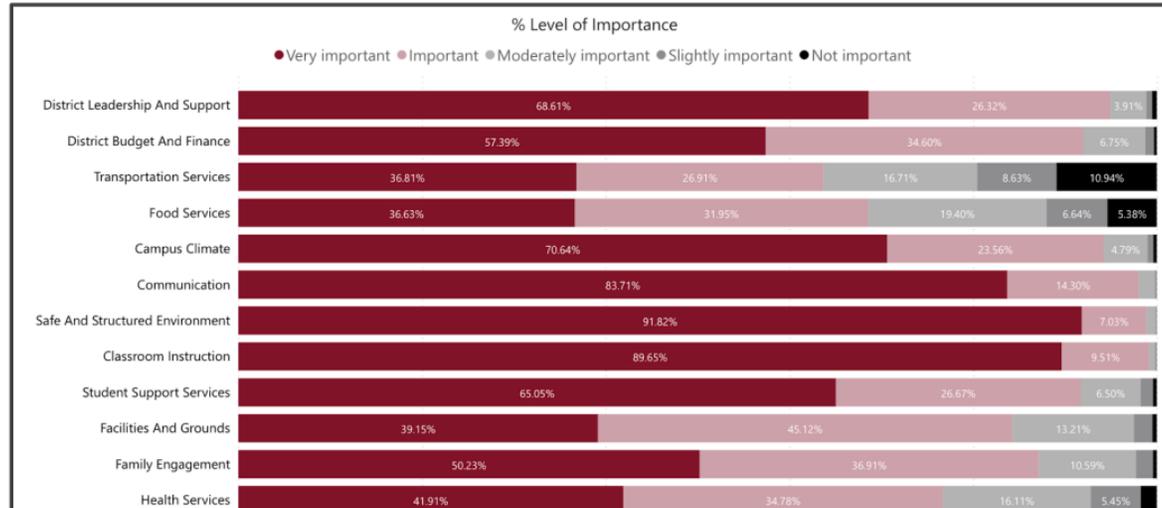
## Public Perception

Northwest ISD continues to maintain an excellent reputation, attracting thousands of families annually to the district. We have become known for various opportunities available to students, and our staff, programs, and services continue to be held in high regard.

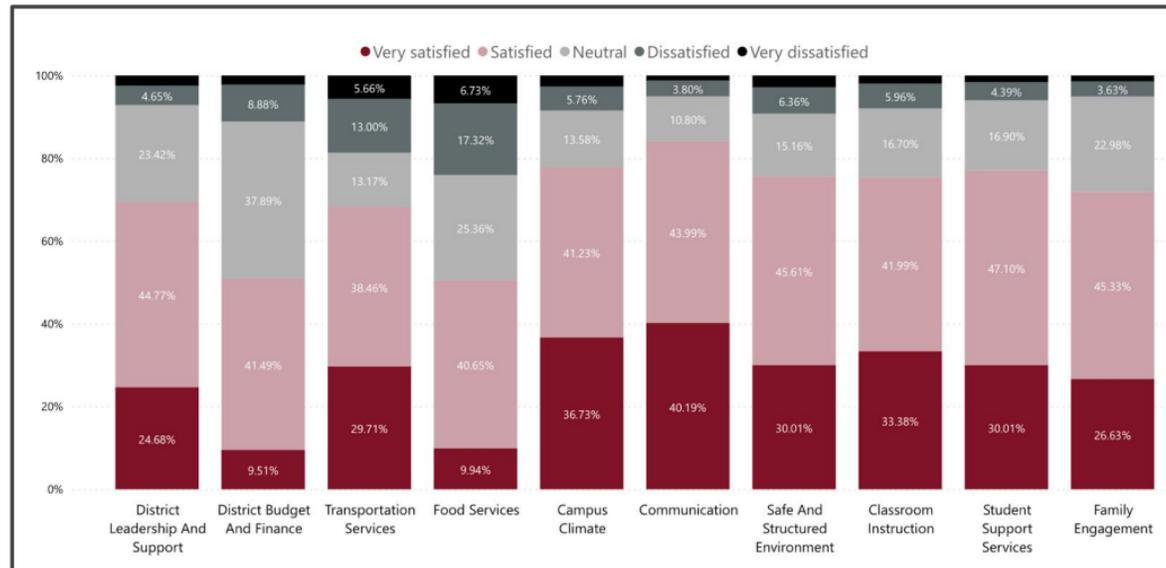
Northwest ISD provided families an opportunity to share valuable feedback through a Family Survey in February 2023.

## What Families Value - 2023 NISD Family Survey

# WHAT FAMILIES VALUE



## Satisfaction Rates - 2023 Family Survey



## Safe and Structured Environment

Northwest ISD is dedicated to providing a safe environment for students, faculty, staff, and visitors. A safe and structured

environment was the highest-valued category in the district's 2023 Family Survey. Families reported their children felt safe at our schools. However, 10 to 27% of families expressed concerns in the following areas:

- My child's campus has clearly defined student behavioral expectations and associated discipline that are consistently and fairly enforced.
- My child and their teachers demonstrate respect to one another at school.
- My child has not been threatened or bullied at school.

In the survey report, it was suggested that the district could begin an anti-bullying campaign and better inform families of processes.

### **Informed Stakeholders**

While communications remains a strength (as evidenced by the 2023 Family Survey), it is critical that Northwest ISD continues to put forth effort in informing stakeholders. As the district continues to grow and evolve, it becomes more challenging to keep all stakeholders informed of pertinent decisions and processes. For example, finance received a high "neutral" response on the 2023 Family Survey, representing an opportunity to better inform families of how school finance works.

We also know our families are often frustrated with the reliance on the state's standardized tests. Our community values accomplishments, benchmarks, and student growth measures beyond STAAR test scores. Sharing this information from a convenient location would not only increase transparency, but would improve understanding of the many opportunities available to students.

### **Staff Perceptions**

In recent years, teacher morale has been an increasing concern in the education industry. When teachers experience low morale, it can lead to decreased job satisfaction, burnout, and eventually higher teacher turnover rates. Moreover, the teaching profession may become less attractive to potential candidates, further exacerbating teacher shortages.

In a staff survey in May 2022, only 34% of Northwest ISD's participating staff members indicated 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 included and feeling genuinely appreciated by Northwest ISD.

We often receive reports of teachers feeling undervalued and underappreciated, which can erode their sense of purpose and motivation. This lack of recognition contributes to a sense of frustration and disillusionment. Improving teacher engagement and morale is essential for the health of the education system in Northwest ISD. Increased teacher engagement can be a powerful antidote. When teachers are engaged in their work, they are more likely to be motivated, innovative, and resilient. Engaged teachers create a positive classroom environment, foster better student-teacher relationships, and ultimately enhance learning outcomes. Providing opportunities for professional development, giving teachers a voice in decision-making processes, and recognizing their achievements are all important steps.

Staff members also often express concerns regarding staff compensation, especially considering the cost of inflation and the increasing demands of the job. Staff, particularly teachers, sometimes share that their workload is increasing. Increases in student/parent behavior issues, classroom disruptions, the impact of unfunded mandates, and more adds to their frustrations and the feeling that they are working more without receiving adequate compensation.

Northwest ISD is committed to improving staff compensation. The disparity in compensation – in the education field and as compared to other industries – can lead to financial stress and job dissatisfaction. It can also hinder the recruitment and retention of talented individuals in the teaching profession. While offering a competitive salary and compensation plan is ideal, we are challenged with limited resources from the state. Acknowledging that this process may take several budget cycles, compensation will remain a priority consideration as the district establishes its budget each year.

### Perceptions Strengths

Perceptions strengths include:

- Northwest ISD is a well-renowned school district, known for student opportunities and educational excellence.
- Students, parents, community members, teachers, staff, and representatives of local government and industry are all important district stakeholders.
- NISD staff feel supported with professional development and growth opportunities.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools. **Root Cause:** Employees have faced new and added challenges and stressors in their personal and professional lives. The political climate has added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

**Problem Statement 2 (Prioritized):** The physical and emotional well-being of students and staff has a direct impact on the learning environment and the overall culture of schools. **Root Cause:** Emotional and physical well-being are connected to student achievement, and in order to provide an effective learning environment, students and staff must first feel safe. As expected by our community, we have an obligation to take proper preventative measures and provide as safe of a learning environment as possible.

# Priority Problem Statements

**Problem Statement 1:** Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment.

**Root Cause 1:** The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 33% built out, there is ample land for continued, long-term development and growth.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** While our students historically perform well across the district, gaps in achievement are still present and must be addressed.

**Root Cause 2:** As the fastest growing district across DFW, we are welcoming a record number of 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 2 Areas:** Student Learning

**Problem Statement 3:** The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools.

**Root Cause 3:** Employees have faced new and added challenges and stressors in their personal and professional lives. The political climate has added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** The physical and emotional well-being of students and staff has a direct impact on the learning environment and the overall culture of schools.

**Root Cause 4:** Emotional and physical well-being are connected to student achievement, and in order to provide an effective learning environment, students and staff must first feel safe. As expected by our community, we have an obligation to take proper preventative measures and provide as safe of a learning environment as possible.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Texas' assessment and accountability system is primarily limited to performance on one testing system, STAAR. The state's standardized tests do not measure the "whole child" or consider how the district is meeting the educational desires, expectations, or needs of our local community. Feedback has remained consistent that STAAR results are not an accurate measure of student success.

**Root Cause 5:** As a public entity, Northwest ISD is accountable to our students, parents, staff, and community. Our community values accomplishments, benchmarks, and student growth measures beyond STAAR test scores. These measures are not accurately reflected in our state accountability rating and are not conveniently available in a single location.

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

**Problem Statement 6:** Northwest ISD and our programs and processes are constantly evolving as we strive for continuous improvement to address needs across the district. Parents, students, staff, and community members - particularly newcomers or long-term residents who are no longer associated with our schools - are sometimes unfamiliar with our standards, processes, and/or new initiatives.

**Root Cause 6:** Parental engagement and involvement in a child's education has a direct, positive association on academic performance. The constant state of change due to rapid growth is an additional challenge. Effectively reaching and informing all members of our growing and diversified district is challenging, yet is needed to ensure that stakeholders are informed and a part of NISD.

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

**Problem Statement 7:** Students from all demographics and backgrounds need 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 7:** Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

**Problem Statement 7 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **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-TESS 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

Revised/Approved: June 12, 2023

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will critically write in all content areas as a way to reflect, explain, justify their thinking, and demonstrate understanding of the content.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen content literacy performance across all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching &amp; Learning Director of Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support teachers in using a variety of data points to analyze and identify needs of readers and writers to evaluate and plan for individualized instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers utilize multiple data points to continuously formatively assess students, configure small groups, and see student literacy growth.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching &amp; Learning Executive Director for Student Support Services Director of Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement mClass diagnostic assessment in grades K-3 and support teachers with using data to make instructional decisions to create small groups for targeted literacy growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful implementation of mClass diagnostic assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching &amp; Learning Director of Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> While our students historically perform well across the district, gaps in achievement are still present and must be addressed. <b>Root Cause:</b> As the fastest growing district across DFW, we are welcoming a record number of 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.</p>

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support teachers in utilizing short-cycle assessments from the curriculum to continuously monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on short-cycle assessments and curriculum-based assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Director of Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support teachers and administrators on using Learning Targets as a tool to build understanding of standards and track progress toward mastery of students' knowledge and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Build student understanding of learning goals and their ability to track progress of student learning objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Elementary &amp; Secondary Education Director of Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support students, teachers, and campuses with goal setting and tracking progress using a variety of data points.</p> <p><b>Strategy's Expected Result/Impact:</b> Students regularly setting learning goals and tracking their progress.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Executive Director for Teaching and Learning  
Executive Director for Elementary & Secondary Education  
Director of Curriculum

**Problem Statements:** Student Learning 1



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** While our students historically perform well across the district, gaps in achievement are still present and must be addressed. **Root Cause:** As the fastest growing district across DFW, we are welcoming a record number of 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:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and enlist Advanced Academic Ambassadors to increase enrollment in Advanced Academic courses (AP, On Ramps, dual credit, honors).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase enrollment in Advanced Academic courses and have an inaugural group of Ambassadors that promote and educate students regarding advanced academic opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Director of College, Career, Military Readiness Director of Counseling</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Leverage collaboration between counseling and CCMR to communicate with students, families, teachers, and administrators regarding post-secondary success opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Create more communication events and methods for the district and campuses to share post-secondary opportunities for students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Director of College, Career, Military Readiness Director of Counseling</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Special Education transition plans to drive core selections and CTE electives with CTE teachers attending ARDS for secondary students to ensure course alignment with post-secondary goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase enrollment for special education students in CTE classes and increase the awareness of the CTE opportunities for our students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Director of Career &amp; Technical Education</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop tracking and communication processes for student CCMR completion data and communicate quarterly with campus stakeholders: principals, APs, counselors, students.</p> <p><b>Strategy's Expected Result/Impact:</b> Deepen the understanding of CCMR data and opportunities with all stakeholders to increase the number of CCMR met status for students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Executive Director for Secondary Education Director of College, Career, Military Readiness Director of Counseling</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Students from all demographics and backgrounds need 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. <b>Root Cause:</b> Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.</p>

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1: Recruit**

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Showcase NISD high-quality, aligned curriculum documents, resources, and instructional support opportunities to attract and recruit high-quality exceptional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Potential applicants are familiar with the high-quality resources and supports offered by NISD and increase the amount of teachers who choose NISD.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Director of Curriculum</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Expand the current Grow Our Home program to include specific educator pipelines, develop a partnership for a pathway to certification and begin targeted early college recruitment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of student teachers who opt to choose NISD. In addition, an increase in the number of candidates applying to NISD.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources, Executive Director of Human Resources, Director of Elementary Staffing, Director of Secondary Staffing</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools. <b>Root Cause:</b> Employees have faced new and added challenges and stressors in their personal and professional lives. The political climate has added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.</p>

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to review the NISD Compensation Plan and make adjustments as necessary to ensure our employees are appropriately compensated and within market values.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention of employees to Northwest ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources, Executive Director of Human Resources, Chief Financial Officer</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Value teachers and staff by providing opportunities for feedback to guide future district processes, resources, and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Make well-informed district decisions to best support the needs of staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Executive Directors for Elementary and Secondary Education</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement teacher and staff listening sessions at campuses to provide teachers and staff with an outlet to provide actionable feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback from teachers and staff will help inform district leadership decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Cabinet</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

## District Processes & Programs

**Problem Statement 1:** Northwest ISD and our programs and processes are constantly evolving as we strive for continuous improvement to address needs across the district. Parents, students, staff, and community members - particularly newcomers or long-term residents who are no longer associated with our schools - are sometimes unfamiliar with our standards, processes, and/or new initiatives. **Root Cause:** Parental engagement and involvement in a child's education has a direct, positive association on academic performance. The constant state of change due to rapid growth is an additional challenge. Effectively reaching and informing all members of our growing and diversified district is challenging, yet is needed to ensure that stakeholders are informed and a part of NISD.

## Perceptions

**Problem Statement 1:** The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools. **Root Cause:** Employees have faced new and added challenges and stressors in their personal and professional lives. The political climate has added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide differentiated and responsive professional development to meet individual needs of staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have professional learning needs and goals met through a differentiated and individualized approach.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Executive Directors for Elementary &amp; Secondary Education Director for Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance our mentor programs to provide meaningful, ongoing support for teachers, administrators, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> In-depth support for all staff members to grow in current positions or in future desired positions.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Teaching and Learning Executive Director for Student Support Services Executive Directors for Elementary and Secondary Education</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> While our students historically perform well across the district, gaps in achievement are still present and must be addressed. <b>Root Cause:</b> As the fastest growing district across DFW, we are welcoming a record number of 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.</p>

## Perceptions

**Problem Statement 1:** The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools. **Root Cause:** Employees have faced new and added challenges and stressors in their personal and professional lives. The political climate has added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1: Engagement**

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Re-engage the Watch Dogs program at all Northwest ISD elementary and middle schools to provide parents and community members with the opportunity to support schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Community members will have the opportunity to engage with schools and support the safety of students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Communications Assistant Superintendent for C&amp;I Executive Directors for Elementary and Secondary Education</p> <p><b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement an anti-bullying campaign to address local-, state-, and national-level feedback of negative student behaviors and evaluate parent and guardian input to provide to district leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Raise awareness of the importance of inclusive environments at all schools where every student feels valued and supported.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Communications Assistant Superintendent for C&amp;I Executive Directors for Elementary and Secondary Education</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and maintain a Community-Based Accountability Dashboard to engage Northwest ISD families on topics they value. Implement a feedback component for continual improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Generate dialogue about what aspects of our district matter to families and</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p>community members.</p> <p><b>Staff Responsible for Monitoring:</b> Cabinet</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p>				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 1:</b> Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment. <b>Root Cause:</b> The flourishing job market, attractive business and housing developments, access to major highways, and the success of the district continue to draw new residents and businesses to our area at a rapid rate. Considering that NISD is only 33% built out, there is ample land for continued, long-term development and growth.</p>
<p><b>District Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> Northwest ISD and our programs and processes are constantly evolving as we strive for continuous improvement to address needs across the district. Parents, students, staff, and community members - particularly newcomers or long-term residents who are no longer associated with our schools - are sometimes unfamiliar with our standards, processes, and/or new initiatives. <b>Root Cause:</b> Parental engagement and involvement in a child's education has a direct, positive association on academic performance. The constant state of change due to rapid growth is an additional challenge. Effectively reaching and informing all members of our growing and diversified district is challenging, yet is needed to ensure that stakeholders are informed and a part of NISD.</p> <p><b>Problem Statement 2:</b> Texas' assessment and accountability system is primarily limited to performance on one testing system, STAAR. The state's standardized tests do not measure the "whole child" or consider how the district is meeting the educational desires, expectations, or needs of our local community. Feedback has remained consistent that STAAR results are not an accurate measure of student success. <b>Root Cause:</b> As a public entity, Northwest ISD is accountable to our students, parents, staff, and community. Our community values accomplishments, benchmarks, and student growth measures beyond STAAR test scores. These measures are not accurately reflected in our state accountability rating and are not conveniently available in a single location.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 2:</b> The physical and emotional well-being of students and staff has a direct impact on the learning environment and the overall culture of schools. <b>Root Cause</b> : Emotional and physical well-being are connected to student achievement, and in order to provide an effective learning environment, students and staff must first feel safe. As expected by our community, we have an obligation to take proper preventative measures and provide as safe of a learning environment as possible.</p>

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to share feedback regarding school climate, student-staff relationships, and peer relationships.  <b>Strategy's Expected Result/Impact:</b> Informed decisions to best support students and staff.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I                      Executive Director for Student Support Services                      Director of Counseling</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create and engage a district-wide committee of high school students to focus on prevention and wellness initiatives.  <b>Strategy's Expected Result/Impact:</b> Well-developed wellness plan that meets the needs of our students.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I                      Executive Director for Student Support Services                      Director of Counseling</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve transparency and understanding among families of Northwest ISD initiatives, including safety, finance, growth planning, complaint resolution process, and new strategic goals and priorities.  <b>Strategy's Expected Result/Impact:</b> Allow parents, students, staff, and community members greater access to information and processes.  <b>Staff Responsible for Monitoring:</b> Cabinet</p> <p><b>Equity Plan</b>  <b>Problem Statements:</b> District Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

## Performance Objective 2 Problem Statements:

### District Processes & Programs

**Problem Statement 1:** Northwest ISD and our programs and processes are constantly evolving as we strive for continuous improvement to address needs across the district. Parents, students, staff, and community members - particularly newcomers or long-term residents who are no longer associated with our schools - are sometimes unfamiliar with our standards, processes, and/or new initiatives. **Root Cause:** Parental engagement and involvement in a child's education has a direct, positive association on academic performance. The constant state of change due to rapid growth is an additional challenge. Effectively reaching and informing all members of our growing and diversified district is challenging, yet is needed to ensure that stakeholders are informed and a part of NISD.

### Perceptions

**Problem Statement 2:** The physical and emotional well-being of students and staff has a direct impact on the learning environment and the overall culture of schools. **Root Cause** : Emotional and physical well-being are connected to student achievement, and in order to provide an effective learning environment, students and staff must first feel safe. As expected by our community, we have an obligation to take proper preventative measures and provide as safe of a learning environment as possible.

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide personalized training to support the needs of each campus to meet the emotional well-being of our students and staff, including mental health/substance abuse first aid.</p> <p><b>Strategy's Expected Result/Impact:</b> Well-developed wellness plan that meets the needs of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I Executive Director for Student Support Services Executive Directors for Elementary &amp; Secondary Education Director of Counseling</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop local policy for the administration of unassigned medication for people in respiratory distress.</p> <p><b>Strategy's Expected Result/Impact:</b> Equip trained staff to administer life-saving medication to people in respiratory distress.</p> <p><b>Staff Responsible for Monitoring:</b> General Counsel, Health Services Coordinator</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Adopt local policy on bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus responses to bullying conduct.</p> <p><b>Staff Responsible for Monitoring:</b> General Counsel, Executive Director of Secondary Education, Director of Guidance and Counseling</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement silent panic alert technology in every classroom across Northwest ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> More efficient communication and responses to safety and security incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Assistant Superintendent of Facilities, Executive Director of Safety and Security, Director of Technology</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement an incident response system, including a single button to initiate emergency responses system wide including emergency digital signage, security cameras, and access control.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a single portal and more dynamic alerts for emergencies districtwide.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Assistant Superintendent for Facilities, Executive Director of Safety and Security, Director of Technology</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> The physical and emotional well-being of students and staff has a direct impact on the learning environment and the overall culture of schools. <b>Root Cause</b> : Emotional and physical well-being are connected to student achievement, and in order to provide an effective learning environment, students and staff must first feel safe. As expected by our community, we have an obligation to take proper preventative measures and provide as safe of a learning environment as possible.</p>

# Addendums

# District Improvement Plan Requirements

The detailed strategies of the 2023-2024 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
<p>1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]</p>	<ul style="list-style-type: none"> <li>● Literacy and Math Lab courses provide students with additional intervention time. Teachers of these classes have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling.</li> <li>● Courses have been developed and made available for our new to the country students that are second language learners. These newcomer courses support these students' language needs.</li> </ul>
<p>2. Evidence-based practices that address the needs of students for special programs:</p> <ul style="list-style-type: none"> <li>a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]</li> <li>b. conflict resolution programs [TEC 11.252(3)(B)(ii)]</li> <li>c. violence prevention programs [TEC 11.252(3)(B)(iii)]</li> <li>d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]</li> <li>e. Dropout reduction [TEC 11.252(a)(3)(C)]</li> </ul>	<p>Student Services</p> <ul style="list-style-type: none"> <li>a. Suicide prevention - NISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for middle school students, and SOS for high school students. A parent letter is provided, and parents can access the parent portal at <a href="https://sossignsof suicide.org">https://sossignsof suicide.org</a>. Counselors follow the NISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources.</li> <li>b. Conflict resolution - NISD administrators, school counselors, and intervention counselors conduct mediation for students as needed, including areas of self- awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.</li> </ul>

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 to report, including how to use the district's anonymous tip line in reporting undesired or suspicious activity: <https://www.p3campus.com/TipForm.aspx?ID=229>

Each campus has a committee to address bullying by focusing on prevention efforts and health and wellness initiatives.

Campus Safe and Supportive School Teams conduct threat assessments utilizing Navigate Threat. Parents are notified and given the opportunity to be included in the process.

d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia receive training in MTA (Multisensory Teaching Approach) with continued job-embedded support throughout the year to 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

	<ul style="list-style-type: none"> <li>● Returning from inpatient/outpatient facility</li> <li>● Behavioral risk factors including drugs/alcohol</li> <li>● Conflict resolution/anger management</li> <li>● Qualifies for McKinney-Vento</li> <li>● In the custody or care of DFPS</li> <li>● Follow-up care for suicidal ideation, suicidal attempt, or self-harm</li> </ul> <p>Intervention counselors provide further opportunity for individual counseling, group counseling, or peer support programs.</p> <p>NISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.</p>
<p>3. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]</p>	<p>NISD is a 1 to 1 district in grades K-12. Each student is provided a district-issued Chromebook or in some CTE cases, a Windows laptop. In specialized cases such as students needing accommodations, specialized technology tools are used such as iPads, braille readers, etc. Devices are integrated into the learning environment through the following:</p> <ul style="list-style-type: none"> <li>● Canvas is a required vessel to engage all digital components of instructional resources in 6-12. (Optional for 4-5.)</li> <li>● Seesaw is provided to deliver and engage in digital components from PreK-3.</li> <li>● Ipads are purchased and used by teachers as a means to be mobile in the classroom, not tied to a desk. This allows for immediate feedback and being in the closest proximity to learning.</li> <li>● A committee ensures there is alignment of district purchased digital tools to instructional best practices and district goals.</li> </ul> <p>Teachers and staff are trained through the following:</p> <ul style="list-style-type: none"> <li>● Within three years of hire, all teachers in NISD take a set of two technology proficiencies where participants experience best practices as it relates to technology integration.</li> <li>● Additional technology integration training is provided on campus and directly integrated</li> </ul>

	<p>with district goals: technologists work on targeted PD as requested by a department or C&amp;I team, timely information regarding suggested digital tools and updates is shared with all staff on a weekly basis, opportunities to attend optional lunch and learn monthly.</p> <ul style="list-style-type: none"> <li>• Co teaching/model teaching with instructional technologist on campus in classrooms.</li> <li>• Partner with campus &amp; district administrations on professional development or training based on immediate goals or strategic planning.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• NISD staff are required to complete annual trauma-informed care &amp; grief training</li> </ul> <p>See Addendum - Northwest ISD Board Policy BQ, DMA, and FFBA.</p>
<p>5. Staff development for professional staff of the district [TEC 11.252(3)(F)]</p>	<ul style="list-style-type: none"> <li>• Create the Welcome Home to NISD conference for all new to NISD teachers. This allows us to provide differing pathways to new to NISD teachers depending on experience.</li> <li>• Provide ESL Supplement Test Prep support for teachers to be successful taking the ESL Certification test.</li> <li>• Provide New Teacher Academy during the school year to provide new teachers with ongoing job-embedded support throughout the year.</li> <li>• Teacher Support Specialists are meeting with new teachers to offer support and guidance throughout the school year.</li> <li>• Provide District PLCs and curriculum previews throughout the school year to support teachers with upcoming curricular units.</li> </ul>
<p>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)]</p>	<p>Actions:</p> <ul style="list-style-type: none"> <li>• Cross train all STEM Science and Math content teachers in PLTW core training.</li> <li>• Establish membership and drive participation by CTE teachers in the North Central Texas Professional Learning Network (NCTX PLAN).</li> <li>• Ensure all Math and Science CTE teachers have completed Texas Gateway Courses.</li> <li>• All students grades 8-12 will have completed a Major Clarity interest survey.</li> <li>• All Professional Communications instructors will have taken Texas OnCourse Training.</li> <li>• All 8th grade students will complete professional communications or AVID and</li> </ul>

	<p>receive career education and research support in these courses.</p> <ul style="list-style-type: none"> <li>● All district communication concerning programs of studies is made available to the public.</li> <li>● All programs of studies are aligned to postsecondary opportunities and workforce expectations.</li> <li>● All students in grades 9-12 have access to Career and Technical education.</li> <li>● Students are provided opportunities to earn dual credit in 4 CTE programs of study.</li> <li>● All students in grades 8-12 will have access to career education resources through MajorClarity that includes educational requirements, salary, connected careers, and career-related activities.</li> </ul>
<p>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]</p>	<p>Accelerated education -</p> <ul style="list-style-type: none"> <li>● At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process.</li> <li>● Support for students accelerating across school levels (i.e., elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.</li> </ul>
<p>8. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]</p>	<ul style="list-style-type: none"> <li>● The Board adopted the TASB Model for SCOC.</li> <li>● Staff training is provided for Behavior Response to Intervention, including the development of a campus Behavior Support System at each campus.</li> <li>● Board Policies and the SCOC guide staff on responses to inappropriate student conduct.</li> <li>● Discipline responses to student conduct are consistent with state and federal law and the SCOC.</li> <li>● Transition plans are put in place for students returning from DAEP or JJAEP.</li> <li>● Counselors and the Title IX Coordinator support staff and students as needed.</li> </ul>

<p>9. Dating violence [TEC 37.0831]</p>	<p>The Title IX Coordinator supports students involved in dating violence. NISD staff are trained in recognizing and responding to dating violence:</p> <ul style="list-style-type: none"> <li>● Statistics and information</li> <li>● NISD local policy, harassment</li> <li>● Definition and examples</li> <li>● Reporting procedures</li> <li>● Safety planning</li> </ul> <p>NISD students (parent opt-in required) are trained in recognizing and responding to dating violence:</p> <ul style="list-style-type: none"> <li>● Healthy relationships vs. unhealthy relationships</li> <li>● Examples of abuse</li> <li>● Requesting help</li> </ul> <p>NISD administrators utilize supportive measures, a stay-away agreement, and disciplinary consequences for students, when necessary.</p>
<p>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]</p>	<ul style="list-style-type: none"> <li>● NISD provides training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: <ul style="list-style-type: none"> <li>- Factors indicating a child is at risk for sexual abuse or other maltreatment</li> <li>- Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment</li> <li>- Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional</li> <li>- Techniques for reducing a child's risk of sexual abuse or other maltreatment</li> <li>- Community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open- enrollment charter school staff members, students, and parents</li> </ul> </li> <li>● NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish.</li> <li>● NISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body. (Requires parent opt-in now.)</li> <li>● Elementary parents receive a letter regarding the P.S. It's My Body Program</li> </ul>

	<p>with resources on the district website.</p> <ul style="list-style-type: none"> <li>● ALL parents have access to the following Child/Sexual Abuse resources on the district website: <ul style="list-style-type: none"> <li>- Statistics</li> <li>- Prevention techniques</li> <li>- Warning signs of possible sexual abuse</li> <li>- Myths about child sexual abuse</li> <li>- How to respond to an outcry of abuse</li> <li>- Child/sexual abuse resources</li> </ul> </li> <li>● NISD campuses raise awareness and recognize the national child abuse prevention month, April.</li> <li>● NISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help. (Requires parent opt-in now.)</li> <li>● Employees are provided training in sex trafficking. Parents may also opt-in for their secondary children to receive lesson(s) in this area.</li> <li>● See Addendum - Northwest ISD Board Policy BBD, BJCB, BQ, DMA, and FFG.</li> </ul>
<p>11. Strategies for recruiting highly effective teachers</p>	<p>HR</p> <ul style="list-style-type: none"> <li>● University and professional job fairs.</li> <li>● Host District job fairs and interview fairs.</li> <li>● Competitive salaries and insurance benefits.</li> <li>● Student teacher program.</li> <li>● Grow Our Home Program</li> <li>● Teacher Residency Program</li> </ul> <p>CCR:</p> <ul style="list-style-type: none"> <li>● Strategically seek applicants who meet current requirements for dual credit through Tarrant County College.</li> <li>● Advertise career opportunities with Career and Technical Teacher organizations i.e., VATAT, CTAT, ACTE etc.</li> <li>● Utilize industry partnerships such as Medstar and Medical City Alliance to secure industry professionals with teaching credentials for medical training programs within NISD.</li> </ul>

<p>12. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about</p> <ul style="list-style-type: none"> <li>a. higher education admissions and financial aid opportunities</li> <li>b. the TEXAS grant program and the Teach for Texas grant program</li> <li>c. the need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]</li> </ul>	<ul style="list-style-type: none"> <li>● All students complete a 4-year plan.</li> <li>● College and Career Facilitators have been added to help assist the number of students enrolling and pursuing post-secondary opportunities in high school.</li> <li>● All secondary students are afforded information, assistance and advisement concerning FASFA.</li> <li>● All students in 4-12 have access to MajorClarity for career exploration.</li> </ul>
<p>13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081]</p>	<p>NISD contracts with local entities to provide school resource officers.</p> <ul style="list-style-type: none"> <li>● See Addendum - Northwest ISD Board Policy CKE (Legal), CKEA (Legal), CKEB (Legal), CKEC (Legal), and CKEC (Local).</li> </ul>
<p>14. Freedom from bullying policy</p>	<ul style="list-style-type: none"> <li>● NISD students and staff are trained in bullying and cyber-bullying: preventing, identifying, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use various reporting methods, including the District’s anonymous tip line reporting system to report undesired or suspicious activity: <a href="https://www.p3campus.com/TipForm.aspx?ID=229">https://www.p3campus.com/TipForm.aspx?ID=229</a></li> <li>● The district is implementing TEA’s new minimum standards for bullying prevention.</li> <li>● See Addendum - Northwest ISD Board Policy FFI (Legal) and FFI (Local)</li> </ul>
<p>15. State Compensatory Education Program</p>	<ul style="list-style-type: none"> <li>● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RtI strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities.</li> <li>● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk teachers, RtI teachers, truancy intervention counselor, Family &amp; Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists</li> </ul>

<p>16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]</p>	<ul style="list-style-type: none"> <li>● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of academic school year as required by the Texas Education Agency.</li> <li>● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, childcare assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction.</li> <li>● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.</li> </ul>
<p>17. Migrant Student Recruitment &amp; Identification and Service Plan</p> <p>As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].</p>	<ul style="list-style-type: none"> <li>● Work with Region XI to identify migrant students.</li> <li>● Progress monitor migrant students monthly.</li> </ul>
<p>Title 1, Part A</p>	<ul style="list-style-type: none"> <li>● District level parental involvement activities, training and support through Parents As Teachers program.</li> <li>● Additional staff provided to Title 1 campuses (CIT, intervention specialists, and aides).</li> <li>● Parenting education.</li> </ul>
<p>Title I, Part C</p>	<ul style="list-style-type: none"> <li>● Work with Region XI.</li> </ul>
<p>Title I, Part D</p>	<ul style="list-style-type: none"> <li>● Activities that facilitate the transition of from the correctional program in an institution to employment <ul style="list-style-type: none"> <li>○ motivational speakers</li> <li>○ job skill training</li> </ul> </li> <li>● Academic support</li> </ul>

Title II	<ul style="list-style-type: none"><li>● New teacher induction program</li><li>● Professional development and training for instructional leaders</li><li>● ESL certification reimbursement</li><li>● Private non-profit school partnership</li><li>● New Teacher Coordinator positions</li></ul>
Title III	<ul style="list-style-type: none"><li>● ESL/Bilingual Instructional coaches</li><li>● Bilingual Parents As Teachers &amp; Newcomers staff</li><li>● Parent liaison</li><li>● Adult ESL Classes</li><li>● Summer language programs</li></ul>
Title IV	<ul style="list-style-type: none"><li>● Hot spots to increase at-risk students' accessibility to credit recovery</li><li>● AP exam support for FRL students</li><li>● College tuition support for FRL students</li><li>● OnRamps textbook support for FRL</li><li>● Enrichment summer camps for FRL</li><li>● Private non-profit school partnerships</li></ul>

**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 (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 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)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

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

A regional education service center (ESC) board member continuing education program shall be open to any interested person, in-

cluding a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend 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)*

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

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 or two-year anniversary of his or her previous training, as applicable. 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 or two-year anniversary of his or her previous training, as applicable. 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)*

Local District  
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
  - a. Curriculum and instruction;
  - b. Business and finance operations;
  - c. District operations;
  - d. Superintendent evaluation; and
  - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

*19 TAC 61.1(b)(1)*

Education Code  
Orientation

Each board member shall complete 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.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental

Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training 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)(2)*

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled 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)*

Team Building

The entire board shall participate with their superintendent in a team-building session.

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 be held annually and shall be at least three hours in length.

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

*19 TAC 61.1(b)(4)*

Additional  
Continuing  
Education (Based  
on Assessed  
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the 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.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled 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.

*First Year*

In a board member's first year of service, he or she shall complete at least ten hours of continuing education in fulfillment of assessed needs.

*Subsequent  
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

*Board President*

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

*19 TAC 61.1(b)(5)*

Evaluating Student  
Academic  
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance 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]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
  - a. Setting specific, quantifiable student outcome goals; and
  - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

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 complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Open Meetings Act.

*19 TAC 61.1(b)(6)*

Identifying and  
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, 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)(7)*

School Safety

The SBOE shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

The continuing education required under Education Code 11.159(b-1) applies to each member of an independent school district board of trustees.

Each member shall complete the training on school safety adopted by the SBOE. The training requirement shall be fulfilled by completing the online course adopted by the SBOE and made available by the commissioner of education. The training shall be completed every two years.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed trustee who did not complete the training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

A district shall maintain verification of completion for each trustee.

*19 TAC 61.3*

Training Provider

*Registered  
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)–(2).

*19 TAC 61.1(c)*

*Authorized  
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

*19 TAC 61.1(d)*

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

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

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**Team Building**

The superintendent's participation in team building sessions as part of the board's continuing education [see BBD] shall represent one component of the superintendent's ongoing professional development. *19 TAC 61.1(b)(4)(G)*

**Identifying and Reporting Abuse**

An individual who holds a superintendent certificate that is renewed on or after January 1, 2021, must complete at least 2.5 hours of training every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children, in accordance with Education Code 21.054(h). For purposes of this provision, "other maltreatment" has the meaning assigned by Human Resources Code 42.002. *19 TAC 232.11(g)(2); 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)*

**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

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective 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, with a disability who receive special education services, or receiving limited English proficiency/English learner 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)* [See FOCA]

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]

*Availability to  
TEA*

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

make the plan available to TEA on request. *Education Code 11.252(b)*

*Required  
Provisions*

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 student 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. Evidence-based practices that address the needs of students for special programs, including:
    - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
    - (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. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
  - 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.
  - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
4. Strategies for providing to elementary school, 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, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
  - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
  - c. 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 policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

*Education Code 11.252(a)*

Law  
Enforcement  
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline  
Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. <i>Education Code 37.0831</i> [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. <i>Education Code 37.0832(d)(2)</i> [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	<p>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. <i>Education Code 11.253(c)</i></p> <p>Each campus improvement plan must:</p> <ol style="list-style-type: none"><li>1. Assess the academic achievement for each student in the school using the achievement indicator system.</li><li>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.</li><li>3. Identify how the campus goals will be met for each student.</li><li>4. Determine the resources needed to implement the plan.</li><li>5. Identify staff needed to implement the plan.</li><li>6. Set timelines for reaching the goals.</li><li>7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.</li><li>8. Include goals and methods for violence prevention and intervention on campus.</li><li>9. Provide for a program to encourage parental involvement at the campus.</li></ol>

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)*

**School District  
Peace Officers,  
School Resource  
Officers, and  
Security Personnel**

The board may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out Education Code Chapter 37, Subchapter C (Law and Order).

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

*Education Code 37.081(a)*

Duties

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

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

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

*Education Code 37.081(d), (d-1), (d-4)*

*Prohibited Duties*

A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:

1. Routine student discipline or school administrative tasks; or
2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

1. The assigned duties of the officer or security personnel; or
2. An incident involving student behavior or law enforcement.

*Education Code 37.081(d-2), (d-3)*

Refusal or Removal  
from District  
Property

A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. *Education Code 37.105(a); 19 TAC 103.1207 [See GKA]*

Weapons

If a board authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer. *Education Code 37.081(a) [See CKEA]*

Training

A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE).

A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.

*Education Code 37.0812*

School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. *37 TAC 218.3(d)(5); Occupations Code 1701.263(b)*

**Immunity from  
Liability**

"Retired peace officer" has the meaning assigned by Occupations Code 1701.3161.

"Security personnel" includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and

4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

*Education Code 37.087*

**Notice of Exposure  
to Communicable  
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

**Authorized  
Handguns**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited). *Att'y Gen. Op. GA-1051 (2014)*

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**Note:** For general provisions applicable to district security personnel, including district peace officers, see CKE.

For information on mental health leave and quarantine leave for peace officers, see DEC.

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**Powers and Duties**

Code of Criminal  
Procedure

Any peace officer commissioned by the board must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement (TCOLE). *Education Code 37.081(h)*

Officers commissioned by a board are peace officers. *Code of Criminal Procedure 2.12(8)*

It is the duty of every peace officer to preserve the peace within the officer's jurisdiction. To effect this purpose, the officer shall use all lawful means. *Code of Criminal Procedure 2.13(a)*

The peace officer shall perform the duties listed in Code of Criminal Procedure 2.13.

Determined by the  
Board

A district peace officer shall perform law enforcement duties for the district as determined by the board. *Education Code 37.081(d), (d-1)* [See CKE(LEGAL)]

The board may authorize any officer commissioned by the board to enforce rules adopted by the board. Education Code Chapter 37, Subchapter D (protection of buildings and grounds) is not intended to restrict the authority of each district to adopt and enforce appropriate rules for the orderly conduct of the district in carrying out its purposes and objectives or the right of separate jurisdiction relating to the conduct of its students and personnel. *Education Code 37.103*

In a peace officer's jurisdiction, a peace officer commissioned by the board:

1. Has the powers, privileges, and immunities of peace officers;
2. May enforce all laws, including municipal ordinances, county ordinances, and state laws;
3. May take a child into custody in accordance with Family Code Chapter 52 [see GRA] or Code of Criminal Procedure 45.058; and
4. May dispose of cases in accordance with Family Code 52.03 or 52.031.

*Education Code 37.081(b); Family Code 52.01(a)(3)*

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

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

*Education Code 37.081(c), (e)*

**Chief of Police**

The chief of police of a district police department shall be accountable to the superintendent and shall report to the superintendent. District police officers shall be supervised by the district chief of police or the chief's designee and shall be licensed by TCOLE. *Education Code 37.081(f)*

**Oath and Bond**

A peace officer assigned to duty and commissioned by a board shall take and file the oath required of peace officers and shall execute and file a bond in the sum of \$1,000, payable to the board, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. *Education Code 37.081(h)*

**Preemployment  
Procedures and  
Reporting  
Requirements**

Before a law enforcement agency may hire a person licensed under Occupations Code 1701 (law enforcement officers), the agency must, on a form and in the manner prescribed by the TCOLE:

1. Obtain the person's written consent for the agency to review the information required to be reviewed under Occupations Code 1701.451;
2. Request from TCOLE and any other applicable person information required to be reviewed under Occupations Code 1701.451; and
3. Submit to TCOLE confirmation that the agency, to the best of the agency's ability before hiring the person:
  - a. Contacted each entity or individual necessary to obtain the information required to be reviewed under Occupations Code 1701.451; and
  - b. Except as provided below, obtained and reviewed as related to the person, as applicable, the information listed in Occupations Code 1701.451(a)(3)(B).

**Confirmation Form**

The head of a law enforcement agency or the agency head's designee shall review and sign each confirmation form required under Occupations Code 1701.451 before submission to TCOLE. The

failure of an agency head or the agency head's designee to comply with this subsection constitutes grounds for suspension of the agency head's license under Occupations Code 1701.501.

The confirmation form submitted to TCOLE is not confidential and is subject to disclosure under Government Code Chapter 552.

Exception

If an entity or individual contacted for information required to be reviewed under Occupations Code 1701.451 refused to provide the information or did not respond to the request for information, the confirmation submitted to TCOLE must document the manner of the request and the refusal or lack of response.

Duty to Provide Information

If a law enforcement agency receives from a law enforcement agency a request for information under Occupations Code 1701.451 and the person's consent on the forms and in the manner prescribed by TCOLE, the agency shall provide the information to the requesting agency.

*Occupations Code 1701.451*

Separation Report

When a person licensed by TCOLE separates from an agency, the agency shall, within 7 business days:

1. Submit a separation report (Form F5) to TCOLE; and
2. Provide a copy to the licensee in a manner prescribed by Occupations Code 1701.452 (Employment Termination Report).

*37 TAC 217.7(b)*

An agency must retain records kept under 37 Administrative Code 217.7 while the person is appointed and for a minimum of five years after the licensee's separation date with that agency. The records must be maintained under the control of the agency head or designee in a format readily accessible to TCOLE. *37 TAC 217.7(d)*

**Memorandum of Understanding**

A district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies. *Education Code 37.081(g)*

**Use of Force/Duty to Render Aid**

Not later than the 180th day after the date TCOLE provides the model policies described by Occupations Code 1701.269(b), each law enforcement agency in this state shall adopt a policy on the topics described by that subsection. A law enforcement agency may adopt the model policies developed by TCOLE under that subsection. *Occupations Code 1701.270*

## **Drones**

“Drone” means an unmanned aircraft, watercraft, or ground vehicle or a robotic device that:

1. Is controlled remotely by a human operator; or
2. Operates autonomously through computer software or other programming.

Each law enforcement agency that uses or intends to use a drone for law enforcement purposes shall:

1. Adopt a written policy regarding the agency’s use of force by means of a drone, before the agency first uses a drone, and update the policy as necessary; and
2. Not later than January 1 of each even-numbered year, submit the policy to TCOLE in the manner prescribed by TCOLE.

*Code of Criminal Procedure 2.33*

[For additional information on unmanned aircraft systems, see GKA.]

## **Body-Worn Cameras**

A law enforcement agency that operates a body-worn camera program shall adopt a policy for the use of body-worn cameras that must ensure that a body-worn camera is activated only for a law enforcement purpose and must include guidelines and provisions required by Occupations Code 1701.655(b).

A policy may not require a peace officer to keep a body-worn camera activated for the entire period of the officer’s shift.

A policy must require a peace officer who is equipped with a body-worn camera and actively participating in an investigation to keep the camera activated for the entirety of the officer’s active participation in the investigation unless the camera has been deactivated in compliance with that policy.

Before a law enforcement agency may operate a body-worn camera program, the agency must provide training to peace officers who will wear the body-worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body-worn cameras.

*Occupations Code 1701.655, .656*

## **Motor Vehicle Stops**

A peace officer who stops a motor vehicle for an alleged violation of a law or ordinance shall report to the law enforcement agency that employs the officer information relating to the stop, including the information required by Code of Criminal Procedure 2.133.

The chief administrator of a law enforcement agency is responsible for auditing these reports to ensure that the race or ethnicity of the person operating the motor vehicle is being reported.

*Code of Criminal Procedure 2.133*

A law enforcement agency shall compile and analyze the information contained in each report received by the agency. Not later than March 1 of each year, each law enforcement agency shall submit a report containing the incident-based data compiled during the previous calendar year to TCOLE. *Code of Criminal Procedure 2.134*

Civil Penalty

If the chief administrator of a local law enforcement agency intentionally fails to submit the incident-based data as required by Code of Criminal Procedure 2.134, the department is liable to the state for a civil penalty in an amount not to exceed \$5,000 for each violation. *Code of Criminal Procedure 2.1385(a)*

**Racial Profiling**

A peace officer may not engage in racial profiling. *Code of Criminal Procedure 2.131*

Each law enforcement agency that employs peace officers who make traffic stops in the routine performance of the officer's official duties shall adopt a detailed written policy on racial profiling that complies with Code of Criminal Procedure 2.132(b). *Code of Criminal Procedure 2.132*

**Mental Health Crisis  
or Substance Abuse  
Issue**

A law enforcement agency shall make a good faith effort to divert a person suffering a mental health crisis or suffering from the effects of substance abuse to a proper treatment center in the agency's jurisdiction if:

1. There is an available and appropriate treatment center in the agency's jurisdiction to which the agency may divert the person;
2. It is reasonable to divert the person;
3. The offense that the person is accused of is a misdemeanor, other than a misdemeanor involving violence; and
4. The mental health crisis or substance abuse issue is suspected to be the reason the person committed the alleged offense.

This requirement does not apply to a person who is accused of specified offenses involving intoxication.

*Code of Criminal Procedure 16.23*

**Administration of Epinephrine**

A law enforcement agency may acquire and possess epinephrine auto-injectors and a peace officer may possess and administer an epinephrine auto-injector in accordance with Occupations Code Chapter 1701, Subchapter O. *Occupations Code 1701.702(a)* [See FFAC regarding district maintenance and administration of epinephrine auto-injectors.]

**Officer-Involved Injury or Death**

“Officer-involved injury or death” means an incident during which a peace officer discharges a firearm causing injury or death to another.

Not later than the 30th day after the date of an officer-involved injury or death, the law enforcement agency employing an officer involved in the incident must complete and submit a written or electronic report to the office of the attorney general. The report must include all information required by Code of Criminal Procedure 2.139(b).

*Code of Criminal Procedure 2.139*

Not later than the 30th day after the date of the occurrence of an incident in which, while a peace officer is performing an official duty, a person who is not a peace officer discharges a firearm and causes injury or death to the officer, the law enforcement agency employing the injured or deceased officer at the time of the incident must complete and submit a written or electronic report to the office of the attorney general. The report must include all information required by Code of Criminal Procedure 2.1395(a). *Code of Criminal Procedure 2.1395(b)*

**Failure to Report**

A law enforcement agency that fails to submit the required report on or before the seventh day after the date the agency received notice of failure to report from the office of the attorney general, is liable for a civil penalty in the amount of \$1,000 for each day after the seventh day that the agency fails to submit the report. Beginning on the day after the date of receiving notice of failure to report, a law enforcement agency that, in the five-year period preceding the date the agency received the notice, has been liable for a civil penalty is liable for a civil penalty for each day the agency fails to submit the required report in the amount of \$10,000 for the first day and \$1,000 for each additional day that the agency fails to submit the report. *Code of Criminal Procedure 2.13951(b), (c)*

**Complaints Against Peace Officers**

To be considered by the head of the district’s police department, a complaint against a district peace officer must be in writing and signed by the person making the complaint. A copy of the complaint shall be given to the officer within a reasonable time after it is filed. Disciplinary action may not be taken against the officer unless a copy of the signed complaint is given to the officer. The officer

may not be indefinitely suspended or terminated based on the subject matter of the complaint unless the complaint is investigated and there is evidence to prove the allegation of misconduct. *Gov't Code 614.021-.023; Colorado County v. Staff, 510 S.W.3d 435 (Tex. 2017); Atty. Gen. Op. GA-251 (2004)*

On the commencement of an investigation by a law enforcement agency of a complaint by an individual who believes that a peace officer employed by the agency has engaged in racial profiling with respect to the individual in which a video or audio recording of the occurrence on which the complaint is based was made, the agency shall promptly provide a copy of the recording to the peace officer who is the subject of the complaint on written request by the officer. *Code of Criminal Procedure 2.132(b)(3), (f)*

[See DGBA, FNG, and GF for appeals]

**Legal  
Representation**

A district shall provide a district employee who is a peace officer with legal counsel without cost to the employee to defend the employee against a suit for damages by a party other than a governmental entity if legal counsel is requested by the employee, and the suit involves an official act of the employee within the scope of the employee's authority.

To defend the employee against the suit, the district may provide counsel already employed by it or may employ private counsel.

An employee may recover from a district that fails to provide counsel as required the reasonable attorney's fees incurred in defending the suit if the trier of fact finds that the fees were incurred in defending a suit covered by these provisions and the employee is without fault or that the employee acted with a reasonable good faith belief that the employee's actions were proper.

*Local Gov't Code 180.002(b)-(d)*

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**Note:** For general provisions applicable to district security personnel, including school marshals, see CKE.

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**Board Authority**

The board may appoint one or more school marshals for each campus. *Education Code 37.0811(a)*

Definition

A school marshal is a person who is appointed to serve as a school marshal by the board under Education Code 37.0811, is licensed under Occupations Code 1701.260, and has powers and duties described by Code of Criminal Procedure Article 2.127. *Occupations Code 1701.001(8)*

**Eligibility**

The board may select for appointment as a school marshal an applicant who is an employee of the district and certified as eligible for appointment under Occupations Code 1701.260. *Education Code 37.0811(b)*

To be eligible for appointment as a school marshal, an applicant shall:

1. Successfully complete all prerequisite Texas Commission on Law Enforcement (TCOLE) training;
2. Pass the state licensing exam;
3. Be employed and appointed by an authorized school district; and
4. Meet all statutory requirements, including psychological fitness.

*37 TAC 227.3(a); Code of Criminal Procedure 2.127(d)*

A school marshal training program is open to any employee of a district who holds a license to carry a handgun issued under Government Code Chapter 411, Subchapter H. *37 TAC 227.5(a)*

TCOLE shall license an eligible person who:

1. Completes required training to the satisfaction of TCOLE staff; and
2. Is psychologically fit to carry out the duties of a school marshal as indicated by the results of the psychological examination administered under Occupations Code 1701.260(d).

*Occupations Code 1701.260(f)*

Reimbursement for  
Training

The board may, but shall not be required to, reimburse the amount paid by the applicant to participate in the training program under Occupations Code 1701.260. *Education Code 37.0811(b)*

**District  
Responsibilities**

A district shall:

1. Submit and receive approval for an application to appoint a person as a school marshal;
2. Upon authorization, notify TCOLE using approved format prior to appointment;
3. Report to TCOLE, within seven days, when a person previously authorized to act as a school marshal is no longer employed with the district;
4. Report to TCOLE, within seven days, when a person previously authorized to act as a school marshal is no longer authorized to do so by the district, TCOLE standards, another state agency, or under other law; and
5. Immediately report to the commission a school marshal's violation of any commission standard, including the discharge of a firearm carried under the authorization of these provisions outside of a training environment.

For five years, the district must retain documentation that the district has met all requirements under law in a format readily accessible to TCOLE. This requirement does not relieve a district from retaining all other relevant records not otherwise listed.

*37 TAC 227.1*

**Powers and Duties**

A school marshal may make arrests and exercise all authority given to peace officers under the Code of Criminal Procedure, subject to written regulations adopted by the board.

A school marshal may only act as necessary to prevent or abate the commission of an offense that threatens serious bodily injury or death of students, faculty, or visitors on school premises.

A school marshal may not issue a traffic citation for a violation of the Transportation Code.

*Code of Criminal Procedure 2.127*

**Reporting  
Requirements**

Once appointed, a school marshal shall:

1. Immediately report to TCOLE and the district any circumstance which would render them unauthorized to act as a school marshal by virtue of their employment with the district, failure to meet the standards of TCOLE, another state agency, or under law;

2. Immediately report to TCOLE any violation of applicable TCOLE standards, including any discharge of a firearm carried under the authorization of these provisions outside of training environment; and
3. Comply with all requirements under law, including Education Code 37.0811.

*37 TAC 227.3(b)*

**Handgun Possession**

A school marshal may carry a concealed handgun or possess a handgun on the physical premises of a school, but only:

1. In the manner provided by written regulations adopted by the board; and
2. At a specific school as specified by the board.

Accessing Handgun

A school marshal may use a handgun the school marshal is authorized to carry or possess only under circumstances that would justify the use of deadly force under Penal Code 9.32 or 9.33.

Board Regulations

A board's written regulations must provide that a school marshal may carry a concealed handgun on the school marshal's person or possess the handgun on the physical premises of a school in a locked and secured safe or other locked and secured location.

The written regulations must also require that a handgun carried or possessed by a school marshal may be loaded only with frangible duty ammunition approved for that purpose by TCOLE.

**Inactive Status**

A district employee's status as a school marshal becomes inactive on:

1. Expiration of the employee's school marshal license under Occupations Code 1701.260;
2. Suspension or revocation of the employee's license to carry a handgun;
3. Termination of the employee's employment with the district; or
4. Notice from the board that the employee's services as school marshal are no longer required.

*Education Code 37.0811(c)-(f)*

**Identity Confidential**

The identity of a school marshal is confidential and is not subject to a request under the Public Information Act, except that the person's name, date of birth, and handgun license number, and the address of the person's place of employment must be provided by TCOLE to:

1. The director of the Department of Public Safety;
2. The district;
3. The chief law enforcement officer of the local municipal law enforcement agency if the person is employed at a campus of a district located within a municipality;
4. The sheriff of the county if the person is employed at a campus of a district that is not located within a municipality; and
5. The chief administrator of any school district-commissioned peace officer, if the person is employed at a district that has commissioned peace officers.

If a parent or guardian of a student enrolled at a school inquires in writing, the district shall provide the parent or guardian written notice indicating whether any employee of the school is currently appointed as a school marshal. The notice may not disclose information that is confidential.

*Education Code 37.0811(g), (h); Occupations Code 1701.260(j)*

**No State Benefits**

A school marshal is not entitled to state benefits normally provided by the state to a peace officer. *Code of Criminal Procedure 2.127(c)*

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**Note:** For general provisions applicable to district security personnel, including school resource officers, see CKE.

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**Definition**

A school resource officer is a peace officer who is assigned by the officer's employing political subdivision to provide a police presence at a public school, safety or drug education to students of a public school, other similar services. The term does not include a peace officer who provides law enforcement at:

1. A public school only for extracurricular activities; or
2. A public school event only for extracurricular activities.

*Occupations Code 1701.601*

**License Required**

A peace officer who is a visiting school resource officer in a public school must be licensed as provided by Occupations Code Chapter 1701. *Occupations Code 1701.602*

**Firearms Accident  
Prevention Program**

A peace officer who is a visiting school resource officer in a public elementary school shall at least once each school year offer to provide instruction to students in a firearms accident prevention program, as determined by the district.

A firearms accident prevention program must include the safety message, "Stop! Don't Touch. Leave the Area. Tell an Adult.", and may include instructional materials from the National Rifle Association Eddie Eagle Gun Safe Program, including animated videos and activity books.

*Occupations Code 1701.603*

To implement the District's comprehensive safety programs, the District has entered into agreements with local law enforcement agencies for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.

**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)*

Professional Development Policy A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:

1. Be guided by the recommendations for training in the clearinghouse;
2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
3. Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.

*Education Code 21.4515(a), (b)*

**Requirements for Training** In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:

1. Incorporates proactive instructional planning techniques using a framework that:
  - a. Provides flexibility in the ways:
    - (1) Information is presented;
    - (2) Students respond or demonstrate knowledge and skills; and
    - (3) Students are engaged;
  - b. Reduces barriers in instruction;
  - c. Provides appropriate accommodations, supports, and challenges; and

- d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

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

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

*Education Code 21.451(a-2), (b), (c)*

Optional Training

Staff development may include training in:

1. Technology and digital learning; and
2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

*Education Code 21.451(d)(1), (d-3), (g)*

Required Training

Staff development must include training on:

1. Suicide prevention;
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and
3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services

Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

*Education Code 21.451(d)(3), (d-1)*

*Instruction of  
Students with  
Disabilities*

Definition

“Student with a disability” means a student who is:

1. Eligible to participate in a school district’s special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

*Education Code 21.001(4)*

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education 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 the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

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

*Suicide  
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by the Texas Education Agency (TEA) and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school 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 attempting 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;
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; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. 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 TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

*Education Code 38.351(e), (g), (h); 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)*

**Child Abuse,  
Trafficking, and  
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at 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 in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, 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, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

*Education Code 38.0041(c)–(f); 19 TAC 61.1051(d)*

**Trauma-Informed Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [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  
Training**

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

**Cybersecurity  
Training**

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] *Gov't Code 2054.5191(a-1); Education Code 11.175(g)*

**Special Programs  
Training**

Teacher Literacy  
Achievement  
Academies  
(Reading  
Academies)

A district shall ensure that:

1. Not later than the 2022–23 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 2022–23 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 by the end of 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 certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English  
Language  
Proficiency  
Assessment  
System Training

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. *Education Code 21.4571(b), (c)*

**Automated External  
Defibrillators**

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

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 in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and
2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
  - a. Emergency action planning;
  - b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
  - c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

*Education Code 33.202(b), (c); 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 Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

The training must address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. The training may include two or more listed topics together.

For any training under this provision, a district shall maintain records that include district staff members 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)*

**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 and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

**Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment**

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)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

*19 TAC 61.1051(b)(3)*

**Definitions**

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

*19 TAC 61.1051(a)*

**Duty to Report**

Report by Any Person

Any person who has reasonable 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)*

Report by Any Professional

Any professional who has reasonable 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 has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

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, juvenile probation officers, and juvenile detention or correctional officers.

*Family Code 261.101(b)*

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*

Adult Victims of  
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable 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)*

**Restrictions on  
Reporting**

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 FFEB]

**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*

**Abuse and Neglect Involving School Personnel and Those Responsible for Care**

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 to a state agency under item 4, 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(b)(1)–(2)*

“Person responsible for a child's care, custody, or welfare” means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;

5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

*Family Code 261.001(5)*

**Reporting Abuse,  
Neglect, or  
Exploitation in a  
JJAEP**

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)*

**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)–(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)*

**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(b)* [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*

**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, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

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**Note:** The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

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**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. <i>Family Code 261.406(b)</i>
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. <i>Family Code 261.302(b)</i> [See GRA]
Interference with Investigation	A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. <i>Family Code 261.303(a)</i>
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 Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. <i>Human Resources Code 42.004</i>
<b>Reporting Policy</b>	<p>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. <i>19 TAC 61.1051(b)</i></p> <p>The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by 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. <i>19 TAC 61.1051(b)(1)</i></p> <p>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]</p> <p>The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:</p> <ol style="list-style-type: none"><li>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;</li><li>2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:<ol style="list-style-type: none"><li>a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and</li></ol></li></ol>

- b. Family Code 261.302, prohibiting school officials from 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; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

*19 TAC 61.1051(b)(2)*

The policies may 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.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

*19 TAC 61.1051(b)(5)–(b)(8)*

Annual Distribution  
and Staff  
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

**Required Poster**

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and

3. Directions for accessing the DFPS [Texas Abuse Hotline website](#)<sup>1</sup> for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

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

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

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person 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.

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

### **Restrictions on Reporting**

In accordance with 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:

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.

### **Making a Report**

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. 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 DFPS, 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. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

**Confidentiality**

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

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.

**Failing to Report  
Suspected Child  
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities  
Regarding  
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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

**Definitions**

**Bullying**

**“Bullying”:**

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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

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

**Policy**

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

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. 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;
9. 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.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

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]

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**Note:** [Minimum Standards for Bullying Prevention](#)<sup>1</sup> are available on TEA's website.

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### **Internet Posting**

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

*Education Code 37.0832*

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<sup>1</sup> TEA Minimum Standards for Bullying Prevention:  
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

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

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

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<b>Bullying Prohibited</b>	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.
<b>Minimum Standards</b>	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	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.
Student Report	

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.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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

## Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

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

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: Northwest ISD
Region: 11

## Priority for Service (PFS) Action Plan

Completed By: Micah Gierkey
Date: 9/13/2023

School Year: 2023 - 2024

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

<p><b>Goal(s):</b> Identify and provide services to migratory students who are failing or at risk of failing to meet the State's content and performance standards, and whose education has been interrupted during the regular school year, with priority.</p>	<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.</li> <li>Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.</li> <li>Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.</li> <li>Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.</li> <li>Use data to plan the Priority for Services Action Plan for 2023-2024 school year, and assist the district with supplemental services when not provided by other federal or non-federal programs.</li> </ul>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<p><b>Monitor</b> the progress of MEP students who are PFS.</p> <ul style="list-style-type: none"> <li><b>Monthly</b>, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	<p>September – May, on or before the 15th day of every month</p>	<p>MEP Staff</p>	<p>NGS generated reports</p>

<ul style="list-style-type: none"> <li>▪ <b>Before the first day of school</b>, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
<ul style="list-style-type: none"> <li>▪</li> </ul>			
Required Strategies			
	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</li> </ul>	September –May 25th day of every month	MEP District Contact	Copy of sent emails, or other documentation of distributing reports
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	Twice per semester	MEP School Liaison/Contact, MEP ESC Specialist	Activity Log
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Twice per semester	MEP School Liaison/Contact, MEP ESC Specialist	Activity Log
Additional Activities			
<ul style="list-style-type: none"> <li>▪</li> </ul>			
<b>Provide</b> services to PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff will</b> use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices, sign-in sheets
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff will</b> ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Timestamped handouts
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff will</b> determine what federal, state, or local programs serve PFS students.</li> </ul>	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log

Additional Activities			
<ul style="list-style-type: none"> <li>Provide one to one and/or small group instruction to students and tutorial opportunities.</li> </ul>	Sept-May	MEP school Liaison/Contact MEP	Attendance logs, Teacher notes

Mariah Gerkey      9/13/23  
 LEA Signature      Date Completed

F. Villanar      9/13/2023  
 ESC Signature      Date Received

## ESC REGION 11 IDENTIFICATION AND RECRUITMENT PLAN for Migrant Education Program (MEP)

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT: FOR DISTRICTS/CHARTERS	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR REGION 11 DISTRICTS/CHARTERS</b>		
A. <b><u>(Optional) Register and complete online training:</u></b> Hidden Figures: Understanding the Process for Identification and Recruitment (ID&R) training offered by ESC Region 11-No cost to your district/charter: Front office personnel, counselors, teachers, and anyone assisting with the enrollment process.	Staff: Principal, Migrant Designee, Superintendent	By October 31
<b>I. IDENTIFICATION &amp; RECRUITMENT</b>		
A. <b><u>Conduct ID&amp;R:</u></b> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using by using the family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21)	Staff: Principal, Migrant Designee, Superintendent	By September 9
B. <b><u>Other:</u></b> Family Surveys: <u>Federal law requires that the state identify and recruit every eligible migratory student residing in Texas. The Texas Education Agency has assured the U.S. Department of Education that migratory students would be actively recruited year-round in every district in the state, including out-of-school youth (OSY).</u> Call 817-740-7598 for Family Survey pick up. If no surveys have been sent to the ESC Region 11 by said date, we will deliver paper copies to be filled out by your students. We will then pick them up 1 week after delivery of the Family Surveys.	Staff: Superintendent, Migrant Designee, Principal, ESC Region 11 Migrant Staff	By September 15
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT: FOR ESC REGION 11	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
A. <b><u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC Recruiters attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b> COE's/ECOE's for the new school year cannot be completed until training has occurred or as determined by TEA	<b>ESC Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. NGS training to be determined
B. <b><u>Other</u></b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
A. <b><u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 30
B. <b><u>Finalize all forms, documents, and logs.</u></b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters, and Designated SEA Reviewers for the MEP	By August 30
C. <b><u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 30
D. <b><u>Conduct ID&amp;R.</u></b> <b><i>Potentially Eligible Migrant Children:</i></b> Contact potentially eligible migrant families	<b>Staff:</b> MEP recruiters	By August 30– currently eligible children; continue

<p>using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COE's as needed.</p> <p><b>Currently Eligible Migrant Children:</b> Contact families of currently eligible migrant students if new qualifying moves have occurred. Complete new COE's/ECOE's as needed.</p> <p><b>Note:</b> Share copies of COE's with appropriate entities as listed on COE.</p>		recruitment efforts throughout the year – potentially eligible children Make initial outreach efforts by September 30.
E. <b>Complete COE's/ECOE's.</b> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QAD. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within 5 working days of parent signature
F. <b>Review of COE's/ECOE's.</b> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with a new QAD. Return COE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> <li>◆ NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.</li> </ul>	<b>Staff:</b> Designated SEA Reviewers, NGS staff	Within 7 working days of parent signature.
G. <b>Conduct residency verification.</b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>	<b>INDIVIDUAL'S RESPONSIBLE</b>	<b>TIMELINE</b>
<b>H. Other</b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
A. <b>Make contact with potential growers.</b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <b>Develop calendar and maps.</b> Develop profiles/calendars reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> MEP administrators and recruiters	By December 1 and update on an ongoing basis throughout the year
<b>C. Other</b>		
<b>IV. INTERAGENCY COORDINATION</b>		
A. <b>Network with agencies that serve migrant families.</b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <b>Other</b>		
<b>V. QUALITY CONTROL</b>		
A. <b>Written quality control procedures.</b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	<b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers, and other MEP staff.	By August 30
B. <b>Eligibility review.</b> Forward COE's with more than one required eligibility comment to ESC for review. Follow protocol for COE's that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year

<p>C. <b>Monitor and address ongoing training needs for ID&amp;R.</b> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p><b>Staff:</b> All MEP staff</p>	<p>As needed throughout the year</p>
<p>D. <b>Maintain up-to-date records on file.</b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.</p>	<p><b>Staff:</b> All MEP staff</p>	<p>Ongoing throughout the year</p>
<p>E. <b>Coordinate with ESC for annual eligibility validation.</b> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.</p>	<p><b>Staff:</b> ESC, MEP staff</p>	<p>January – June</p>
<p>F. <b>Other</b></p>		
<p><b>VI. EVALUATION</b></p>		
<p>A. <b>Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&amp;R plan for continuous improvement.</p>	<p><b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.</p>	<p>By June 30</p>
<p>B. <b>Other</b></p>		