Pearland Independent School District

District Improvement Plan

2023-2024

Board Approval Date: November 14, 2023

Mission Statement

In partnership with the community, families, and students, Pearland ISD prepares all learners to achieve their highest potential.

Vision

Pearland ISD will empower, inspire, and develop courageous, confident individuals who excel in a global society.

Core Beliefs

PEARLAND ISD BELIEFS:

-We believe students come first.

-We believe all learners are unique, valuable, and teachable.

-We believe a successful education includes engaged students, staff, families, and community.

-We believe that a positive culture and safe learning environment are critical for the success of all learners.

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Goals

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: Develop and implement the physical safety plan to harden all campuses and district facilities

    Evaluation Data Sources: District Plans, Monitoring Reports, Safety Drill Reports, Reporting Documentation, Sign-In Sheets

Strategy 1 Details
Strategy 1: Provide a reunification plan in case of an emergency that requires moving students and staff to another location.
Strategy's Expected Result/Impact: Safe and efficient reunification of students and staff in the event of an emergency.
Staff Responsible for Monitoring: Director of Safe and Secure Schools

Strategy 2 Details
Strategy 2: Maintain a threat assessment team at each campus and a district safety committee
Strategy's Expected Result/Impact: 1. District Safety Committee and Campus Threat Assessment Teams established.   2. Staff participation in required trainings.
Staff Responsible for Monitoring: Director of Safe and Secure Schools,   Principals

Strategy 3 Details
Strategy 3: Monitor physical safety measures and schedule safety drills at all campuses on a regular basis
Strategy's Expected Result/Impact: 1. Maintain campus security at all times.   2. Provide required safety training to all staff and students.   3. Documentation of two (2) Lockdown drills per year, four (4) Fire Drills per year, one (1) Secure Drill per year, one (1) Shelter in Place for Hazmat drill per year, one (1) Shelter in Place of Severe Weather drill per year and one (1) Evacuate drill per year.
Staff Responsible for Monitoring: Director of Safe and Secure Schools   Principals

Strategy 4 Details

Strategy 4: Provide for School Resource Officers to work with district and campus administration to ensure schools are safe places for students to learn.

Strategy's Expected Result/Impact: 1. Support comprehensive safety plan.

2. Provide internal dispute mediation, detention and arrests, personal and property searches, school patrols, and advanced safety functions, as appropriate.

Staff Responsible for Monitoring: Director of Safe and Secure Schools

Strategy 5 Details

Strategy 5: Monitor and document that all campus exterior doors are closed, locked and latched during the instructional day

Strategy's Expected Result/Impact: 1. Maintain campus security at all times.

2. Weekly documentation that all campus doors have been checked.

3. Ensure that campuses are not easily accessible.

Staff Responsible for Monitoring: Director of Safe and Secure Schools

Principals

Strategy 6 Details

Strategy 6: Ensure all campuses meet safety and security requirements established by the TEA Commissioner and state legislature.

Strategy's Expected Result/Impact: Compliance with school safety and security.

Staff Responsible for Monitoring: Director of Safe and Secure school

Funding Sources: Silent Panic Alert Technology - 429-Silent Panic Alert Technology (SPAT), Campus security improvements - 429-School Safety & Security Formula Grant

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 2: Increase appropriate digital citizenship for all students and staff.

    Evaluation Data Sources: Discipline reports, technology reports.

Strategy 1 Details
Strategy 1: Monitor bullying/cyberbulllying anonymous reporting from students, parents, and the community via the district and campus websites.
Strategy's Expected Result/Impact: Campus administrators investigate all reports of bullying/ cyberbullying received
Staff Responsible for Monitoring: Principals

Strategy 2 Details
Strategy 2: Train students and teachers on digital citizenship and social media literacy to promote acceptable online behaviors.
Strategy's Expected Result/Impact: Increase in digital citizenship and social media literacy for teachers and students.
Staff Responsible for Monitoring: Director of Educational Technology, Principals

Strategy 3 Details
Strategy 3: Promote Digital Citizenship for all students through a district-wide commitment by participating responsibly, respectfully, and appropriately online.
Strategy's Expected Result/Impact: 1. The ETS will provide digital citizenship vocabulary with teachers and students through weekly focus words consistent on every elementary campus.   2. The ETS, Librarian, &/or Counselor will conduct grade-appropriate presentations for students at middle school camps at the beginning of each school year.   3. All students will connect their devices to the district wi-fi.   4. All teachers at all grade levels will discuss proper behavior when using technology during virtual, remote and on-campus learning environments.   5. All students will sign the Acceptable Use Policy.
Staff Responsible for Monitoring: Director of Educational Technology,   Directors of Curriculum and Instruction,   Educational Technology Specialists

Strategy 4 Details
Strategy 4: Provide Social Media/Digital Citizenship training for students, staff, and families.
Strategy's Expected Result/Impact: 1. Increased awareness of the importance of protecting students as they navigate technology.   2. Students will be taught how to make safe, smart, and ethical decisions in the digital world.   3. Use of commonsensemedia.org curriculum for digital citizenship.   4. Staff will be trained on expectations for appropriate use of Social Media.
Staff Responsible for Monitoring: Director of Educational Technology, Principals, Counselors, Executive Director of Human Resource Services and Communications

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: Pearland ISD will improve STAAR performance by all student groups by 3%.

    Evaluation Data Sources: STAAR

Strategy 1 Details
Strategy 1: Increase district support to identified priority focus campuses targeted for student improvement.
Strategy's Expected Result/Impact: Improved student STAAR performance due to improved classroom instruction and supportive campus culture.
Staff Responsible for Monitoring: Deputy Superintendent, Executive Directors for Elementary and Intermediate Schools

Strategy 2 Details
Strategy 2: Provide staff professional development to improve the quality and effectiveness of teachers, principals, and other school leaders, such as the all-learner approach and improved classroom management.
Strategy's Expected Result/Impact: Improved classroom instruction and educator growth
Staff Responsible for Monitoring: Directors of Curriculum & Instruction
Funding Sources: Contracted services, personnel, and materials - 255 - Title II, Part A, TPTR, Contracted services, personnel, and materials - 211 - Title I, Part A, Contracted services, personnel, and materials - 263 - Title III - LEP

Strategy 3 Details
Strategy 3: Campuses will provide academic intervention and resources for students at-risk of not being successful on STAAR. Intervention may occur during the school day, before or after school, or during summer school.
Strategy's Expected Result/Impact: Students will pass their STAAR test.
Staff Responsible for Monitoring: Directors of Curriculum & Instruction
Funding Sources: Personnel, supplies and materials, professional development - 211 - Title I, Part A, Personnel - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Provide rigorous, innovative, engaging, and relevant learning opportunities to ensure every student achieves growth.

High Priority

Evaluation Data Sources: STAAR Scores, A- F Accountability, AP/SAT/ACT/TSI Scores, Certification Exams, BAS/EDL Results, TELPAS Scores, District Benchmark Scores, RDA, PEIMS reports, UIL Evaluations, TMEA Results

Strategy 1 Details
Strategy 1: Utilize effective instructional strategies and interventions, included accelerated instruction, to ensure student progress toward measurable goals for all students, including at-risk learners.

Strategy's Expected Result/Impact: 1. Students will demonstrate yearly academic progress based upon individual needs.
2. Reading/Math Intervention instruction provided for identified students at Title I campuses.
3. Intervention instruction and/or tutoring provided for identified at-risk students for STAAR success in all tested subject areas, and as required by HB1416.
4. Intervention instruction, tutoring, and specialized instructional supports provided for MV students in all subject areas not required by HB1416.
5. Staff Development provided for teachers for evidence-based instructional strategies to ensure student academic progress in all content areas.
6. Staff Development provided to teachers and administrators for District Initiatives, including instructional changes due to HB 1416, and Reading Academies.
7. Provide push-in or pull-out support for Emergent Bilingual Students to show progress on TELPAS.
8. Dropout reduction [TEC 11.255]; Maintain at least a 99% completion rate.
Staff Responsible for Monitoring: Directors of Instructional-Based Programs

Funding Sources: Intervention Teachers, Tutors, Substitutes, Staff Development, Supplies, Resources - 211 - Title I, Part A, Tutors, Intervention Strategies/Materials - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed, Professional Development, including substitutes for teachers attending PD - 255 - Title II, Part A, TPTR, Specialized instructional support services and school supplies for MV students - 206 - TEHCY TX Education Homeless Children/Youth, - 263 - Title III - LEP

Strategy 2 Details
Strategy 2: Provide instructional materials that support and meet the individual needs of all learners for a well-rounded education.

Strategy's Expected Result/Impact: 1. Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area, including priority math and science concepts.
2. Instructional materials and technology tools are implemented with fidelity in all classrooms
3. Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners
4. Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students
5. High quality resources are provided to support language acquisition of Emergent Bilingual students in Dual Language and ESL programs.
6. Evidence-based high quality resources are provided for Title I campuses, as allowable.
Staff Responsible for Monitoring: Directors of Instructional-Based Programs

Funding Sources: - 410 - State Textbook Allotment, Supplemental instructional materials - 263 - Title III - LEP, Intervention resources and learning materials - 211 - Title I, Part A

Strategy 3 Details

Strategy 3: Provide instructional support and strategies through purposeful planning for all learners and all content areas.

Strategy's Expected Result/Impact: 1. Lesson strategies include content and language objectives, opening/closing activities, pacing, instructional activities (with differentiation), and formative assessments.

2. Strategies are curriculum-driven and aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output

3. Data discussion strategies are driven by student data.

4. Purposeful planning meeting agendas are developed utilizing a common protocol

5. Purposeful planning meetings include discussion of formative and interim student data, technology integration and effective instructional strategies, and possible adjustments to instructional delivery.

6. Purposeful planning meetings/pull-outs includes unpacking the standard into knowledge and skills

7. Lead team members are trained to use agendas and tracking tools for their instructional responsibilities including observations/feedback cycles, PLC's and data meetings.

Staff Responsible for Monitoring: Directors of Instructional-Based Programs

Strategy 4 Details

Strategy 4: Implement high fidelity professional development for staff that provide introductory and on-going content focused, job-embedded training.

Strategy's Expected Result/Impact: 1. Individualized professional development plans are developed and implemented to support all staff.

2. Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching.

3. District calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials.

4. Coaching and support of teachers is informed by data.

5. Systematic training to support teacher technology proficiencies and classroom integration.

6. Support teachers in obtaining Bilingual/ESL supplemental endorsements.

7. Train core teachers in ESL strategies and Content-Based Language Instruction (CBLI).

8. Provide training for teachers and administrators in effective Dual Language program implementation.

Staff Responsible for Monitoring: Directors of Instructional-Based Programs

Funding Sources: Staff development, coaching, curriculum development - 255 - Title II, Part A, TPTR, - 263 - Title III - LEP

Strategy 5 Details

Strategy 5: Increase inclusive practices at all campuses by implementing research-based collaborative teaching models for students in grades K - 4.

Strategy's Expected Result/Impact: 1. The District will meet the Special Education RDA target of >70% on Indicator 10

2. The District will meet the Special Education RDA target of <10% on Indicator 11

Staff Responsible for Monitoring: Director of Special Programs,
Coordinators of Special Programs - Elementary

Funding Sources: PD, Supplies, Personnel - 224 - IDEA B, Formula SpEd, PD, Supplies, Personnel - 225 - IDEA B, PreSchool

Strategy 6 Details

Strategy 6: Students receiving special education and/or Bilingual/ESL services will meet the RDA academic achievement targets in all content areas.

Strategy's Expected Result/Impact: 1. SPED STAAR Passing Rate for all grades and subjects (Reading, Writing, Mathematics, Science & Social Studies) tested will receive a Performance Level Indicator of a 0 or 1. If greater than 1, the Performance Level Indicator will improve over the previous year.

2. LEP STAAR Passing Rate for all grades and subjects tested (Reading, Writing, Mathematics, Science, & Social Studies) will receive a Performance Level Indicator of a 0 or 1. If greater than 1, the Performance Level Indicator will improve over the previous year.

Staff Responsible for Monitoring: Assistant Superintendent of Educational Services
Director of Special Programs
Director of Bilingual Education

Results Driven Accountability

Strategy 7 Details

Strategy 7: Provide attendance/drop-out prevention and recovery training for staff, assistant principals, and attendance clerks.

Strategy's Expected Result/Impact: Student attendance will maintain or exceed 95% attendance rate.

Staff Responsible for Monitoring: Director of Outreach & Attendance

Strategy 8 Details

Strategy 8: Provide instructional support for advanced learners.

Strategy's Expected Result/Impact: 1. Coaching and mentoring for purposeful planning and instructional delivery
2. Observation with timely, meaningful feedback on instructional practices
3. Collaboration with teachers on implementation of best practices to improve student instruction

Staff Responsible for Monitoring: Advanced Academics Director
Advanced Academics Coordinator
Advanced Academics Specialists

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Recruit, develop, support, and retain talented staff.

    Evaluation Data Sources: New Hire Reports, Employee Stay Survey, Skyward Discipline Data

Strategy 1 Details
Strategy 1: Campus and district administrators will participate in the recruitment of high quality diverse talent through job fairs, conferences and media outlets.
Strategy's Expected Result/Impact: 1. Increase numbers of diverse applicants.   2. Increase numbers of certified Bilingual/ESL teachers.
Staff Responsible for Monitoring: Executive Director of Human Resources,   Director of Human Resource Services,   Department Directors,   Campus Principals

Strategy 2 Details
Strategy 2: Increase retention of talented staff through a climate of collaboration and the actions of supportive leadership.
Strategy's Expected Result/Impact: High retention of talented staff.
Staff Responsible for Monitoring: Executive Director of Human Resources,   Director of Human Resource Services,   Department Directors,   Campus Principals

Strategy 3 Details
Strategy 3: Provide professional development for teachers to equip them to meet the needs of students receiving special education services.
Strategy's Expected Result/Impact: 1. Provide one (1) day of professional development focused on special education students (August Back-to-School Day).   2. Provide multiple opportunities throughout the school year for training focused on the needs of students receiving special education services.
Staff Responsible for Monitoring: Director of Special Programs,   Coordinators of Special Programs,   Special Programs Behavior Specialists   **Funding Sources:** PD, Contracted Services, Supplies - 224 - IDEA B, Formula SpEd

Strategy 4 Details

Strategy 4: Provide ongoing training to campus staff on accommodations, individual health plans, and other services for students receiving Section 504 services.

> **Strategy's Expected Result/Impact:** Provide multiple opportunities throughout the school year for training focused on the needs of Section 504 services for Section 504 Campus Coordinators and teachers.
>
> **Staff Responsible for Monitoring:** Director of Special Programs,
> 504/Dyslexia Support Specialist

Strategy 5 Details

Strategy 5: Provide ongoing training and support for teachers of students identified with dyslexia for implementation of Reading by Design, as a systematic, explicit, and intensive reading intervention program.

> **Strategy's Expected Result/Impact:** All teachers providing specially designed instruction to students identified with dyslexia will be trained in Reading by Design.
>
> **Staff Responsible for Monitoring:** Director of Special Programs,
> 504/Dyslexia Specialist
>
> **Funding Sources:** PD, Supplies - 199 - PIC 37 Dyslexia

Strategy 6 Details

Strategy 6: Provide professional development for teachers to equip them to meet the needs of Emergent Bilingual students receiving Bilingual/ESL services.

> **Strategy's Expected Result/Impact:** Provide multiple opportunities throughout the school year for training focused on the needs of Emergent Bilingual students receiving Bilingual/ESL services.
>
> **Staff Responsible for Monitoring:** Director of Bilingual Education,
> DL/ESL Specialists
>
> **Funding Sources:** - 263 - Title III - LEP

Strategy 7 Details

Strategy 7: Provide ongoing training to campus staff on linguistic accommodations and LPAC compliance requirements.

> **Strategy's Expected Result/Impact:** Provide multiple opportunities throughout the school year for training teachers and administrators focused on the LPAC compliance requirements for students receiving Bilingual/ESL services.
>
> **Staff Responsible for Monitoring:** Director of Bilingual Education,
> DL/ESL Specialists,
> LPAC Specialist/LPAC Facilitators

Strategy 8 Details

Strategy 8: Provide professional learning opportunities for teachers of Advanced and GT students.

Strategy's Expected Result/Impact: 1. Provide multiple, ongoing professional learning opportunities to teachers, counselors, and administrators.
2. Campus and district compliance with TEA requirements for GT professional learning.
3. Improved instructional delivery of high level instruction.
4. Increased mastery level of STAAR, EOC, and AP scores.

Staff Responsible for Monitoring: Director of Advanced Academics,
Coordinator of Advanced Academics,
Campus Principals

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 4: Provide high quality instructional and support programs to meet individual student needs and ensure college, career, or military readiness for all students.

High Priority

Evaluation Data Sources: PEIMS Reports, CCMR Performance Data, RDA, Program Evaluations, Stakeholder Surveys, Advisory Committee Member Feedback, Perkins Grant Requirements, CTE Teachers Needs Analysis, Fine Arts Teachers Needs Analysis, UIL Evaluations, TMEA results

Strategy 1 Details
Strategy 1: Enhance the professional development of CTE (Career and Technical Education) faculty/staff, counselors, and administrators to ensure alignment with current and pending legislation, evaluate curriculum resources and materials, and meet district and state requirements through comprehensive data analysis, state assessment results, certification achievements, and College, Career, and Military Readiness (CCMR) status.
Strategy's Expected Result/Impact: By the end of the academic year, CTE faculty/staff, counselors, and administrators will have completed targeted professional development sessions and instructional coaching focused on current and pending legislation, curriculum alignment with district initiatives and state requirements, data analysis of state assessment results, certification accomplishments, and CCMR status. This will be assessed through attendance records and evaluation of their ability to apply best practices in their roles leading to student success in college, career, and military readiness.
Staff Responsible for Monitoring: Director of CTE, CTE Coordinator, CTE Specialists
Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE), - 244 - Perkins Career & Technical Ed

Strategy 2 Details
Strategy 2: Foster collaboration between CTE (Career and Technical Education) programs and industry partners to enhance learning opportunities for CTE students, emphasizing career readiness, and providing real-world work experiences.
Strategy's Expected Result/Impact: By the end of the academic year, increase the number of CTE students entering the workforce and earning industry-based certifications by 5% compared to the previous year through effective collaboration between CTE programs and industry representatives. This will be measured by tracking the number of students who successfully complete industry-based certifications.
Staff Responsible for Monitoring: Director of CTE, CTE Coordinator, CTE Specialists
Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE), - 244 - Perkins Career & Technical Ed

Strategy 3 Details

Strategy 3: Enhance CTE teacher support by providing a range of curriculum options, equipment, materials, and supplies that align with industry standards and meet the specific needs of their courses.

Strategy's Expected Result/Impact: By the end of the academic year, CTE teachers will have access to and utilize curriculum options, equipment, materials, and supplies that best align with their course needs and industry standards. This will be measured through inventory tracking and CTE teacher feedback.

Staff Responsible for Monitoring: Director of CTE,
CTE Coordinator,
CTE Specialists

Funding Sources: - 244 - Perkins Career & Technical Ed, - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 4 Details

Strategy 4: Provide counselors with in-depth training, resources, and information to enhance their ability to guide students in career exploration, academic planning, College, Career, and Military Readiness (CCMR) training, and post-secondary options.

Strategy's Expected Result/Impact: By the end of the academic year, increase student enrollment in nontraditional courses by 3% and boost the number of student concentrators and completers in programs of study by 3% compared to the previous year. This will be assessed through enrollment data and program completion records.

Staff Responsible for Monitoring: Director of CTE,
CTE Coordinator,
CTE Specialists

Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE), - 244 - Perkins Career & Technical Ed

Strategy 5 Details

Strategy 5: Collaborate with campus personnel in educating students and parents about the available programs of study within Pearland ISD.

Strategy's Expected Result/Impact: By the end of the academic year, increase awareness among students and parents about the opportunities to complete a program of study and obtain an industry-based certification within Pearland ISD by developing and distributing informational materials, showcasing our programs of study with industry-based certifications.

Staff Responsible for Monitoring: Director of CTE,
CTE Coordinator,
CTE Specialists

Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 6 Details

Strategy 6: Incorporate and deliver safety training and procedures to both CTE students and staff within the classroom and laboratory settings.

Strategy's Expected Result/Impact: By the end of the academic year, ensure that safety information and procedures are integrated into CTE courses and that both CTE students and staff have completed safety training in classroom and laboratory environments. This will be measured through documentation of training records.

Staff Responsible for Monitoring: Directors of CTE,
CTE Coordinator,
CTE Specialists

Funding Sources: - 199 - PIC 22 State Career & Technical Ed (CTE)

Strategy 7 Details

Strategy 7: Implement revisions in the State Plan for the Education of Gifted and Talented Students.

Strategy's Expected Result/Impact: 1. Continue committee for fidelity review of G/T state plan implementation.
2. Conduct annual program evaluation to determine commendations and recommendations.
3. Develop action plan for recommendations based on annual program review.

Staff Responsible for Monitoring: Directors of Advanced Academics,
Campus Principals

Funding Sources: - 199 - General Fund

Strategy 8 Details

Strategy 8: Improve the equity of representation of all district students in advanced classes.

Strategy's Expected Result/Impact: 1. Ensure the population of G/T representation closely resembles that of the overall population of the district.
2. Collaboration with teachers on best practices for support of all students
3. Provide communication to all stakeholders to inform of advanced learning opportunities.

Staff Responsible for Monitoring: Director of Advanced Academics,
Advanced Academics Coordinator,
Advanced Academics Specialists,
Campus Administrators,
Counselors

Strategy 9 Details

Strategy 9: Provide supports to address needs of McKinney-Vento (MV) homeless students, including wrap-around supports and case management.

Strategy's Expected Result/Impact: Increase attendance of MV homeless students through removing barriers to attending school.
Increase academic success, graduation, and post-secondary readiness of MV homeless students.

Staff Responsible for Monitoring: District Homeless Liaison,
Director of Outreach & Attendance,
Directors of Instruction,
Federal Programs/Grants Administrator

Funding Sources: MV Academic Intervention, School Supplies, Case Management, School of Origin Transportation - 206 - TEHCY TX Education Homeless Children/Youth, MV School Supplies, Case Management, Academic Resources, School of Origin Transportation - 211 - Title I, Part A, MV Wrap-around Support Services (Grief/Trauma Counseling Support) - 278 - ARP Homeless I, MV Academic Intervention, School Supplies, Case Management, Emergency Clothing/Hygiene Supplies, Wrap Around Support, Case Management - 280 - ARP Homeless II

Strategy 10 Details

Strategy 10: Identify and serve homeless students and students in conservatorship of the state (foster care).

Strategy's Expected Result/Impact: Increase attendance and increased academic growth for identified students.

Staff Responsible for Monitoring: Coordinator of Guidance Services/Foster Liaison

Funding Sources: Foster Care Transportation - 211 - Title I, Part A

Strategy 11 Details

Strategy 11: Provide alternative learning settings for potential drop-outs through the district Alternative Center for Education (ACE).

Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

Staff Responsible for Monitoring: Deputy Superintendent,
High School Administrators

Funding Sources: Personnel, supplies, materials, PD - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 12 Details

Strategy 12: Provide Pregnancy Related Services (PRS) to support teen parents.

Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

Staff Responsible for Monitoring: Director of CTE,
PRS Teacher

Strategy 13 Details

Strategy 13: Provide opportunities for credit recovery (after school, summer school, computer-assisted instruction).

Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].

Staff Responsible for Monitoring: Campus Administrators

Strategy 14 Details

Strategy 14: Monitor attendance of students and provide truancy prevention measures on campuses, including training to staff, attendance clerks, registrars, counselors, and administrators; campus case management of students (conference with parent/student, attendance letters, incentives, discipline).

Strategy's Expected Result/Impact: Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].
Student attendance will maintain or exceed 95% attendance rate.

Staff Responsible for Monitoring: Campus Administrators,
Counselors,
Outreach Case Managers,
Attendance Clerks

Strategy 15 Details

Strategy 15: Provide support services for students and families through community partnerships, such as United4Kids, Communities in School (CIS), ACE 21st Century Learning Centers, Premier Academies, Boys and Girls Club of Brazoria County, YMCA, and other school-based and community resources.

Strategy's Expected Result/Impact: 1. Maintain at least a 99% completion rate. Dropout reduction [TEC 11.255].
2. Maintain a 95% attendance rate.

Staff Responsible for Monitoring: Executive Directors of Schools,
Campus Administrators,
Counselors

Funding Sources: Community Response Resource - 267 - Title IV, Part A

Strategy 16 Details

Strategy 16: Provide Disciplinary Alternative Education Program (DAEP) for students in grade 7-12.

Strategy's Expected Result/Impact: Provide intensive support and intervention for students whose behavior significantly interferes with learning.

Staff Responsible for Monitoring: Superintendent,
Deputy Superintendent,
Grade Level Executive Directors,
Principals

Funding Sources: Personnel, classroom supplies and resources, staff development - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 17 Details

Strategy 17: Provide higher education admissions processes and requirements and financial aid opportunities information and resources to students, parents, counselors and teachers to students in middle school, junior high, and high school for post-high school success.

Strategy's Expected Result/Impact: 1. Provide information on the Texas grant program and Teach for Texas grant program.
2. Provide information higher education admissions and financial aid opportunities, including FAFSA and TASFA.
3. Provide information for students to make informed course choices for post-high school success.

Staff Responsible for Monitoring: Coordinator of Guidance Services

Strategy 18 Details

Strategy 18: Maximize the district's ability to provide high quality educational staffing, services, and resources to its domestic students by requesting state waiver from the Texas Education Agency to limit the number of Foreign Exchange Students it is required to admit due to the additional cost to educate Foreign Exchange Students.

Strategy's Expected Result/Impact: Limit the number of foreign exchange students admitted to 5 per high school campus.

Staff Responsible for Monitoring: Deputy Superintendent,
Executive Director of Curriculum & Instruction

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 5: Implement and enhance the effectiveness of student learning, instructional strategies, and professional development through the use of technology.

    Evaluation Data Sources: Type 2 Learn Monthly Reports, Digital Citizenship Vocabulary, Campus Presentations, and Observations, Learning Management System Reports, Office 365 Reports

Strategy 1 Details
Strategy 1: Maintenance and support of a One-to-One Student Device Initiative

Strategy's Expected Result/Impact: 1. All students grades PK-12 will have a digital device for instructional use..
 2. All students and teachers will receiving training on using the grade-level device.
     Staff Responsible for Monitoring: Director of Educational Technology
 	
     Funding Sources: Devices - 282 - ARP ESSER III

Strategy 2 Details
Strategy 2: Effectively utilize a Learning Management Systems (LMS) to provide students with a working knowledge of online tools and meet their individual needs as learners.
Strategy's Expected Result/Impact: 1. District Educational Technology Specialists (ETS) will provide ongoing training to all teachers.   2.. C & I Specialists and ETS collaborate to develop course structures.   3. C & I Specialists and key lead teachers develop key lessons/modules.   4. Educational Technology department will develop, train, monitor, and evaluated based on teacher proficiencies to continually provide up-to-date and necessary professional development to promote the LMS   5. Provide parent pairing access for Canvas courses. Information will be posted on the parent tab of the district website.   **Staff Responsible for Monitoring:** Director of Educational Technology   Directors of Curriculum and Instruction

Strategy 3 Details
Strategy 3: Provide diverse learning opportunities to meet the individualized needs of students through the use of Microsoft Office 365 Apps.
Strategy's Expected Result/Impact: 1. District Education Technology Specialists will provide ongoing training to all teachers to use Microsoft 365 Apps.   2. All teachers will use Microsoft 365 Apps to provide collaborative opportunities to prepare students for college and career readiness.   3. Students will be trained to use Microsoft 365 Apps.   **Staff Responsible for Monitoring:** Director of Educational Technology   Educational Technology Specialists

Strategy 4 Details

Strategy 4: Support and maintain a keyboarding program to promote proficiency (75% accuracy) by the end of fourth grade. Students will demonstrate yearly academic progress using a keyboarding software.
End of year accuracy:
K - 25% (begins 2nd semester)
1st - 35%
2nd - 55%
3rd - 65%
4th - 75%

Strategy's Expected Result/Impact: 1. District Education Technology Specialists will provide ongoing training for K-4 teachers on the keyboarding software.
2. Teachers will ensure that a t least one keyboarding software lesson is completed each week.
3. Students will complete keyboarding lessons weekly. (The program is internet-based and is available at home.)

Staff Responsible for Monitoring: Director of Educational Technology
Educational Technology Specialists

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 6: In Pearland ISD, the percent of students showing growth in math will increase by 2% as measured by growth on Gr 6 Math-Algebra 1 EOC.

    Evaluation Data Sources: District Benchmarks, STAAR Math in Gr 6-Alg 1 EOC

Strategy 1 Details
Strategy 1: Pearland ISD will provide supplemental instructional materials as learning supports for students in math grades 6-12 as part of a well-rounded education in STEM subjects.

Strategy's Expected Result/Impact: The percent of students demonstrating growth on Gr 6 STAAR Math through Algebra 1 EOC STAAR will increase by 2% over 2023 performance.
     Staff Responsible for Monitoring: Directors of Curriculum & Instruction
 	
     Funding Sources: Supplemental Math Instructional Materials - 267 - Title IV, Part A

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 7: In Pearland ISD, the percent of students increasing meets and masters on all STAAR subjects, all grade levels, will increase by 2 percent.

    Evaluation Data Sources: District common assessments, STAAR assessments.

Strategy 1 Details

Strategy 1: Pearland ISD will provide supplemental instructional materials to increase meets and masters on all STAAR subjects, all grade levels, as measured by STAAR results.
     Strategy's Expected Result/Impact: STAAR Student performance at the meets and masters levels will increase by 2% over STAAR 2023 performance.
     Staff Responsible for Monitoring: Directors of Curriculum and Instruction
 	
     Funding Sources: Supplies and Materials; Prof. Dev/Contracted Services - 267 - Title IV, Part A

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: Meet the physical, social, and emotional needs of students.

    Evaluation Data Sources: Skyward Guidance Module Reports, Curriculum Documents, Fitness Gram, Campus Calendars of Events, Annual Child Builder Lesson Report, Meeting Sign-in Sheets, Service Reports, RISE Mentor Sign-in Sheets, District Wellness Plan

Strategy 1 Details
Strategy 1: Provide developmental counseling and mental health support to students at all levels.
Strategy's Expected Result/Impact: Provide developmental counseling and mental health supports to students.   Provide Character Strong Lessons K-12 for social/emotional health curriculum.   **Staff Responsible for Monitoring:** Coordinator of Guidance Services,

Strategy 2 Details
Strategy 2: Analyze current programs and develop vertically aligned social and emotional health curriculum and provide for delivery of curriculum and training to students, staff, and parents, as appropriate.
Strategy's Expected Result/Impact: 1. Students will receive age-appropriate education on suicide awareness and prevention, drug awareness, sexual harassment and abuse prevention, dating violence, GenTex, anti-bullying, stress/time management, and trauma-informed care.   2. Parents will have the opportunity for grade-level appropriate mental health topics through monthly Coffee with the Counselors meetings.   3. Students in grade 8 and higher will receive human trafficking awareness training, as appropriate.   4. Students in elementary and middle schools will receive anti-victimization guidance lessons, as grade appropriate.   5. Comply with Senate Bill 9 requirements (see policy addendum).   **Staff Responsible for Monitoring:** Coordinator of Guidance Services,   School Counselors

Strategy 3 Details
Strategy 3: Continue current community counseling partnerships with and pursue other opportunities with local mental health agencies.
Strategy's Expected Result/Impact: 1. Maintain continued partnerships with Youth and Family Counseling Services, BACODA, and TCHATT.   **Staff Responsible for Monitoring:** Coordinator of Guidance Services

Strategy 4 Details
Strategy 4: Maintain RISE Mentoring Program.
Strategy's Expected Result/Impact: 1. Pair identified students with an adult mentor.   2. Provide mentors and students the space and support for a meeting for 30 minutes one time per week.   **Staff Responsible for Monitoring:** Student Mentor Specialist

Strategy 5 Details

Strategy 5: Develop and implement services to address the social and emotional needs of gifted and talented (G/T) students.

Strategy's Expected Result/Impact: 1. Develop curriculum resources for the social and emotional needs of G/T students.
2. Provide district wide professional learning in the social and emotional needs of G/T students.
3. Provide periodic communications to teachers and counselors with suggested supports for G/T students.
4. Create and implement communications to parents for the social and emotional support of G/T students.

Staff Responsible for Monitoring: Director of Advanced Academics
Advanced Academics Coordinator
Advanced Academics Specialists
Counselors

Funding Sources: - 199 - General Fund

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 2: Provide support for safe and conducive learning environments for the academic success of all students.

Evaluation Data Sources: Skyward Discipline Data, PBIS Implementation Evaluations, Restorative Practices Implementation Evaluations

Strategy 1 Details
Strategy 1: Design and implement a framework for student behavior management for grades 5-12.
Strategy's Expected Result/Impact: 1. All teachers will implement district behavior non-negotiables daily (80% or more compliance as measured by district walkthroughs and domain 3 T-TESS scores).   2. Reduction of at least 10% in discipline referrals for classroom-based offenses.   3. Increase in student engagement and classroom instruction as measured by 3% increase STAAR scores and growth.   4. Increase attendance.   **Staff Responsible for Monitoring:** Assistant Superintendent of Educational Services,   Campus Leadership Team,   Directors of Instructional-based Programs,   Campus Administrators   **Funding Sources:** Professional Development Contracted Services - 255 - Title II, Part A, TPTR

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 3: Provide training for staff, parents, and community members to address physical, social, and emotional health.

Evaluation Data Sources: Training Documentation, Meeting Documentation, District Wellness Plan, SHAC Evaluation, District & Campus Websites

Strategy 1 Details
Strategy 1: Provide a comprehensive program to train teachers, counselors and administrators on the social and emotional health needs of the students will be offered on a regular schedule.
Strategy's Expected Result/Impact: Training may include Youth Mental Health First Aid and ASK Training.
Staff Responsible for Monitoring: Coordinator of Guidance Services

Strategy 2 Details
Strategy 2: Provide parent education of student social and emotional needs through campus and district activities.
Strategy's Expected Result/Impact: 1. Offer regular parent education sessions (Coffee with Counselors).
2. Provide a quarterly electronic newsletter developed by the Student Support Counselors.
Staff Responsible for Monitoring: Coordinator of Guidance Services,
School Counselors

Strategy 3 Details
Strategy 3: Provide mental health and safety resources to parents and community.
Strategy's Expected Result/Impact: 1. Maintain district Counseling Resource list for dissemination on website and district publications.
2. Provide parent education on the dangers of e-cigarettes or vaping and substance abuse (such as tobacco, drugs, and alcohol).
Staff Responsible for Monitoring: Coordinator of Guidance Services
Principals

Strategy 4 Details
Strategy 4: Provide support and training to campus staff on intervention strategies for students whose behavior significantly interferes with learning.
Strategy's Expected Result/Impact: 1. Reduction in the number of referrals for Behavior Consultations by 10%.
2. Reduction in exclusionary discipline assignments (ISS/OSS) by receiving a Performance Level of 0 or 1 (if available) for RDA Indicators 14-18.
Staff Responsible for Monitoring: Director of Special Programs,
Special Programs Behavior Specialists
Funding Sources: PD, Contracted Services, Supplies - 224 - IDEA B, Formula SpEd

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 4: Pearland ISD student discipline referrals in grades K-12 will decrease by 2% by May 2024 from May 2023 levels.

> **Evaluation Data Sources:** Discipline referrals

Strategy 1 Details

Strategy 1: Pearland ISD students in grades K-12 will be provided a Positive Behavior Intervention and Support program to support safe and healthy learning environment.
    Strategy's Expected Result/Impact: K-12 student discipline referrals will decrease by 2% by May 24, 2024.
    Staff Responsible for Monitoring: Campus Leadership Team, Director of Elementary Instruction.
 	
    Funding Sources: PBIS Instructional Materials and Contracted Services - 267 - Title IV, Part A

Strategy 2 Details

Strategy 2: Pearland ISD will provide counselors with supplemental trainings to build their capacity with character lessons, ethics, and student mental health support.
    Strategy's Expected Result/Impact: Improved counselor capacity to support students.
 	
    Funding Sources: Prof. Dev/Contracted Services; Supplies and Materials - 267 - Title IV, Part A

Strategy 3 Details

Strategy 3: Pearland ISD will provide supplemental instructional resources for PK-12 Physical Education teachers to support healthy life choices for students.
    Strategy's Expected Result/Impact: Students will have increased physical activity.
    Staff Responsible for Monitoring: Directors of Curriculum and Instruction.
 	
    Funding Sources: Supplies and Materials; Prof Dev/Contracted Services - 267 - Title IV, Part A

Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Build and promote an authentic identity that reflects the district's beliefs, vision and mission.

Strategy 1 Details
Strategy 1: Develop and implement a rebrand of the district's visual identity.
Strategy's Expected Result/Impact: Launch rebrand process with branding/advertising agency to create new district/department logos, electronic/print design templates and brand manual to ensure a cohesive district brand.
Staff Responsible for Monitoring: Director of Communications

Strategy 2 Details
Strategy 2: Attract positive media coverage that highlights students and staff.
Strategy's Expected Result/Impact: Work with principals, campus, and district staff to expand campus and district communicator network and explain process for attracting positive media coverage.
Staff Responsible for Monitoring: Director of Communications

Strategy 3 Details
Strategy 3: Intentionally tell stories to exhibit an accurate and compelling representation of the district.
Strategy's Expected Result/Impact: Provide guidance and resources for campus and district leadership to identify students and staff to be highlighted.
Staff Responsible for Monitoring: Director of Communications, Directors, Principals

Strategy 4 Details
Strategy 4: Maximize communication through various forms of technology, digital platforms and video.
Strategy's Expected Result/Impact: 1. Create a district-level digital multimedia communications position to manage digital communication and video platforms. 2. Consider implementation of high school student video intern through practicum course.
Staff Responsible for Monitoring: Director of Communications

Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 2: Develop meaningful partnerships to engage and collaborate across a diverse community for the benefit of every student.

    Evaluation Data Sources: Meeting Sign-in Sheets, Agendas

Strategy 1 Details
Strategy 1: Formalize a Partners in Education program to expand business partnership opportunities.
Strategy's Expected Result/Impact: 1. Form an advisory committee including campus/department representatives to determine partnership needs of schools/district.   2. Implement an Adopt-a-School/Adopt-a-Department program for businesses and community organizations.   **Staff Responsible for Monitoring:** Director of Communications, Directors, Principals

Strategy 2 Details
Strategy 2: Collaborate with families and the community to create awareness of opportunities for involvement in the district.
Strategy's Expected Result/Impact: 1. Create a district-level webpage with engagement opportunities through events/activities such as #iwillASK, United for Kids, JoinIn, Partners in Education, board meeting attendance and more.   2. Provide parents and families the opportunity for input and collaboration through campus/district parent nights, serving on campus/district committees and attending campus/district meetings and events.   3. Make district meetings, such as United for Kids and Town Halls, more accessible to the community and parents.   4. Have district ambassadors attend community events to share information about the district.   5. Implement Peachjar or similar service/process to engage stakeholders through a district bulletin board.   **Staff Responsible for Monitoring:** Director of Communications, Principals

Strategy 3 Details
Strategy 3: Maintain parental input for Special Programs by continuing parent training opportunities and parent meetings.
Strategy's Expected Result/Impact: 1. Provide parent trainings to include orientation to the special education process, legislative updates and other topics related to students with disabilities.   2. The Special Programs Parent Advisory Committee will meet at least 3 times per year.   3. Provide Parent Resource Binder to families of newly identified students receiving special education services.   **Staff Responsible for Monitoring:** Director of Special Programs

Strategy 4 Details
Strategy 4: Continue Special Programs' district-level Dyslexia Parent Advisory committee meetings.
Strategy's Expected Result/Impact: District committee will meet at least three (3) times per year.   **Staff Responsible for Monitoring:** 504/Dyslexia Support Specialist

Strategy 5 Details

Strategy 5: Provide for parent and family input for Parent and Family Engagement as a part of the Title I, Part A program through parent advisory meetings at the district and campus level.

    Strategy's Expected Result/Impact: Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success through series of meetings each semester.

    Staff Responsible for Monitoring: Federal Programs/Grants Administrator

    Funding Sources: PFE Advisory Committee Translation, Snacks - 211 - Title I, Part A

Strategy 6 Details

Strategy 6: Build capacity for parents and family members to be involved in their students' education through campus events such as literacy nights, technology nights, etc.

    Strategy's Expected Result/Impact: Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success.

    Staff Responsible for Monitoring: Federal Programs/Grants Administrator

    Funding Sources: PFE Translation Services, Supplies, Materials, Snacks (Campus) - 211 - Title I, Part A

Strategy 7 Details

Strategy 7: Provide translation services for required Title I, Part A documents and parent and family communication at the district and campus level.

    Strategy's Expected Result/Impact: 1. Provide District Translation Policy.

    2. Written and oral translation, as appropriate, for required documents and communications for Title I, Part A compliance.

    Staff Responsible for Monitoring: Elementary Director of Curriculum & Instruction,
Secondary Director of Curriculum & Instruction

    Funding Sources: Translation Services for Documents - 211 - Title I, Part A

Strategy 8 Details

Strategy 8: Provide for parent, family, and community engagement as part of Title III requirements.

    Strategy's Expected Result/Impact: 1. Host district and/or campus-level events throughout the year such as biliteracy night, parent, family, and community engagement events, etc.

    2. Create and disseminate parent newsletters with best practices to support Emergent Bilingual students.

    3. Provide parent resources in English and Spanish that include information, tips, and advice for parents based on their child's grade level.

    4. Host district watch parties for the TEA Emergent Bilingual Support Division parent, family, and community events.

    Staff Responsible for Monitoring: Director of Bilingual Education,
DL/ESL Specialist,
LPAC Specialist

    Funding Sources: - 263 - Title III - LEP

Goal 4: Pearland ISD will deliver a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 3: Utilize comprehensive and effective communication systems to inform, educate and connect.

Strategy 1 Details
Strategy 1: 3.1 Implement a tailored crisis communications approach both internally and externally.
Strategy's Expected Result/Impact: 1. Partner with PPD/emergency responders on messaging during emergencies, when necessary.   2. Employ a cohesive crisis communication plan across campuses and the district.   **Staff Responsible for Monitoring:** Director of Communications

Strategy 2 Details
Strategy 2: Expand campus and department social media presence.
Strategy's Expected Result/Impact: Enhance the district's social media network through campus/departments maintaining and actively engaging in Twitter.   **Staff Responsible for Monitoring:** Director of Communications

Strategy 3 Details
Strategy 3: Enhance communication to engage internal stakeholders.
Strategy's Expected Result/Impact: 1. Restructure employee Intranet.   2. Improve communication with Spanish-speaking employees   3. Create internal employee e-newsletter.   4. Ensure employees are the first to know regarding crisis communications.   5. Evaluate possible implementation of Workplace by Facebook for internal communications.   **Staff Responsible for Monitoring:** Director of Communications

Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1: Maximize funding to design a budget that ensures a strong financial position.

    Evaluation Data Sources: Increase in revenues; positive ending fund balance, successful TRE election; savings on non-payroll costs; superior ratings on FIRST report.

Strategy 1 Details

Strategy 1: Research the necessity for a Tax Ratification Election (TRE) and call for a TRE
    Strategy's Expected Result/Impact: Maximize local and state funding which will impact all students.
    Staff Responsible for Monitoring: Chief Financial Officer

Strategy 2 Details

Strategy 2: Continue pursuing an aggressive investment strategy and debt management opportunities
    Strategy's Expected Result/Impact: Maximize investment earnings and reduce the amount of debt.
    Staff Responsible for Monitoring: Chief Financial Officer

Strategy 3 Details

Strategy 3: Maximize funding opportunities (e.g. grant awards, SHARS reimbursements)
    Strategy's Expected Result/Impact: Successful grant awards and increase in SHARS reimbursements.
    Staff Responsible for Monitoring: Chief Financial Officer
Director of Accounting
Federal Programs/Grants Administrator
Coordinator of Special Programs

Strategy 4 Details

Strategy 4: Analyze revenue generating contracts to ensure profitability
    Strategy's Expected Result/Impact: Centralize contract processing to ensure that contracts with outside individuals/entities who use our facilities, equipment, and/or services are in the best interest of the district and profitable.
    Staff Responsible for Monitoring: Chief Financial Officer

Strategy 5 Details

Strategy 5: Achieve the most effective use of taxpayer dollars
    Strategy's Expected Result/Impact: Implement strategies that identify cost savings and/or cost avoidance opportunities.
    Staff Responsible for Monitoring: Chief Financial Officer

Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 2: Educate our community to advocate for optimal resources to achieve overall student success.

    Evaluation Data Sources: Successful TRE; meeting logs; transparency star awards; accounting/budget awards; published information on website

Strategy 1 Details
Strategy 1: Develop a communications plan for the successful passage of a TRE, should an election be required
Strategy's Expected Result/Impact: Educate the District's community on the need for a TRE and the impact on student learning and opportunities.
Staff Responsible for Monitoring: Chief Financial Officer
Director of Communications

Strategy 2 Details
Strategy 2: Maximize and sustain influential and effective communication with federal, state, local, and private sectors on all issues affecting the district.
Strategy's Expected Result/Impact: 1. Collaborate with District representatives so they can clearly understand, communicate and legislate in favor of our district regarding decisions affecting funding and operations and unfunded mandates.   2. Participate at community organizational meetings to enhance the public's knowledge of District finances and operations.
Staff Responsible for Monitoring: Superintendent
Chief Financial Officer

Strategy 3 Details
Strategy 3: Communicate with and educate all stakeholders regarding the financial system of public education, as well as the fiscal responsibility and stability of the District
Strategy's Expected Result/Impact: Continue providing financial transparency and increasing the public's knowledge of district finances and support.
Staff Responsible for Monitoring: Chief Financial Officer

Goal 5: Pearland ISD will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 3: Provide financial support for capital needs, contingencies, and a competitive employment compensation plan.

    Evaluation Data Sources: Capital renewal plan; board meetings; HRS metrics; TASB HR services; budget documents; financial reports.

Strategy 1 Details
Strategy 1: Establish a Capital Renewal Plan Committee (CPRC) to review/update the District's 10-Year CRP on an annual basis and prioritize project funding
Strategy's Expected Result/Impact: 1. Extend the life cycle of facilities and equipment by maintaining them operational and in good working condition. 2. Anticipate replacement needs based on a life cycle/replacement schedule.
Staff Responsible for Monitoring: Chief Financial Officer Members of CRP

Strategy 2 Details
Strategy 2: Plan for and maintain a budget for capital improvements to fund ongoing facility and equipment repairs and upgrades
Strategy's Expected Result/Impact: Establish a funding mechanism to proactively fund capital expenditures.
Staff Responsible for Monitoring: Chief Financial Officer

Strategy 3 Details
Strategy 3: Adjust control points/midpoints of current pay grades no less than half of the General Pay Increase percent annually; moving towards the top quartile of market value amongst competing districts.
Strategy's Expected Result/Impact: Provide competitive paygrade midpoints.
Staff Responsible for Monitoring: Human Resources Services

Strategy 4 Details
Strategy 4: Utilize salary adjustments annually to improve internal pay equity.
Strategy's Expected Result/Impact: Provide more evenly distributed pay grades with salaries closer to market values.
Staff Responsible for Monitoring: Human Resources Services

Strategy 5 Details
Strategy 5: Increase the district's contribution toward employee medical insurance by $600 per year over the next two years.
Strategy's Expected Result/Impact: Provide benefit supports so that by 2022, annual benefit contributions will be $4,200.
Staff Responsible for Monitoring: Human Resource Services

Strategy 6 Details
Strategy 6: Evaluate campuses and departments funding allocations and methodologies
Strategy's Expected Result/Impact: Ensure an equitable distribution of funding resources based on campus demographics.   **Staff Responsible for Monitoring:** Chief Financial Officer   Director of Budget and Compliance

Strategy 7 Details
Strategy 7: Ensure fund balance is within established policy.
Strategy's Expected Result/Impact: Stay within fund balance requirements to be able to meet financial needs in the event of a crisis, state funding uncertainties, fluctuating enrollment, etc.   **Staff Responsible for Monitoring:** Chief Financial Officer

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 1: Special Education programs, supports and services will meet or exceed compliance requirements.

Evaluation Data Sources: State Performance Plan (SPP) Indicator 11, SuccessEd Documentation, Six Week Skyward Discipline Reports, RDA Report

Strategy 1 Details

Strategy 1: All students suspected of having a disability will be evaluated within the state established timelines after receiving informed, written parental consent to evaluate.
    Strategy's Expected Result/Impact: 100% Compliance on SPP Indicator 11.
    Staff Responsible for Monitoring: Director of Special Programs, Coordinator of Special Programs - Evaluation
 	
    Funding Sources: PD, Contracted Services, Supplies, Personnel - 224 - IDEA B, Formula SpEd

Strategy 2 Details

Strategy 2: The district will meet State and Federal targets for SPED Representation.
    Strategy's Expected Result/Impact: The significant disproportionality risk ratio will be less than the state established threshold.
    Staff Responsible for Monitoring: Assistant Superintendent of Educational Services
 	
    Funding Sources: - 224 - IDEA B, Formula SpEd

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 2: CTE programs, supports and services will meet or exceed compliance requirements.

    Evaluation Data Sources: Perkins Reports

Strategy 1 Details

Strategy 1: CTE will provide leadership, guidance, services, and actions, that ensure compliance with Perkins Grant.
    Strategy's Expected Result/Impact: 100% Compliance on all Perkins Grant program requirements.
    Staff Responsible for Monitoring: Director of CTE

Strategy 2 Details

Strategy 2: CTE will implement TEA's Program of Study to comply with federal requirements.
    Strategy's Expected Result/Impact: 100% Compliance on all TEA and Federal requirements
    Staff Responsible for Monitoring: Director of CTE

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 3: ESSA funded programs, supports and services will meet or exceed compliance requirements.

    Evaluation Data Sources: STAAR Reports, Federal Accountability Reports

Strategy 1 Details

Strategy 1: Curriculum and Instruction and Bilingual/ESL Departments will provide leadership, guidance, services, and actions, that ensure compliance with ESSA fund programmatic and financial compliance.
    Strategy's Expected Result/Impact: 100% Compliance on all TEA and federal ESSA program requirements.
    Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction,
Director of Bilingual Education

Strategy 2 Details

Strategy 2: Curriculum and Instruction and Bilingual/ESL Departments will ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.
    Strategy's Expected Result/Impact: All eligible migratory and formerly migratory children receive services on same basis as other children.
    Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction,
Director of Bilingual Education

Strategy 3 Details

Strategy 3: Provide services to eligible children attending private schools and provide timely and meaningful consultation with private school officials and equitable services, in accordance with Title I, Title II, Title III, and Title IV statutory requirements.
    Strategy's Expected Result/Impact: Eligible students attending participating Private/Non-Profit schools will receive compliant equitable services.
    Staff Responsible for Monitoring: Federal Programs/Grants Administrator
 	
    Funding Sources: PNP Contracted Services through Pearland ISD - 255 - Title II, Part A, TPTR, PNP Supplies and Materials through Pearland ISD - 267 - Title IV, Part A

Strategy 4 Details

Strategy 4: Pearland ISD students will participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8.
    Strategy's Expected Result/Impact: If selected, grades 4 & 8 Pearland ISD students will participate in National Assessment of Educational Progress in reading and math.
    Staff Responsible for Monitoring: Directors of Elementary and Secondary Instruction
Director of Assessment, Accountability, and Program Evaluation
Executive Director of Curriculum & Instruction

Goal 6: Pearland ISD will meet all Federal and State Compliance Requirements.

Performance Objective 4: Bilingual/ESL programs will meet or exceed compliance requirements.

Evaluation Data Sources: Project ELL documentation, LPAC folders, PBMAS/RDA Report

Strategy 1 Details
Strategy 1: The district will increase the number of Emergent Bilingual students meeting reclassification.
Strategy's Expected Result/Impact: 1. Monitor Emergent Bilingual students performance on STAAR and TELPAS.   2. Provide TELPAS trainings for teachers and administrators.   3. Use TELPAS data to monitor student progress.   **Staff Responsible for Monitoring:** Director of Bilingual Education,   Director of Assessment, Accountability, and Program Evaluation,   Principals

Strategy 2 Details
Strategy 2: The district will meet state and federal requirements for Bilingual/ESL services.
Strategy's Expected Result/Impact: 1. Monitor Dual Language program implementation.   2. Monitor ESL program implementation.   3. Audit LPAC folders throughout the year and provide feedback to campuses.   **Staff Responsible for Monitoring:** Director of Bilingual Education   DL/ESL Specialists   Principals   LPAC Specialist/LPAC Facilitators

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dating Violence per Senate Bill 9	Title IX Coordinator		Donna Tate	11/3/2023

Policy Documents & Addendums

Pearland Independent School District

Virgil Gant Education Support Center

1928 N. Main St, Pearland, TX 77581

281-485-3203

www.pearlandisd.org

Senate Bill 9 Requirements Policy Addendum, 2023-2024

Pearland ISD does not tolerate dating violence. School Board Policy FFH (Local) defines dating violence as when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage with the individual who is or was once in a marriage or dating relationship with the person committing the offence.

Pearland ISD has reporting procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator of dating violence. Reports may be made to a teacher, school counselor, principal, appropriate District official (Title IX Coordinator, ADA/Section 504 Coordinator, or Superintendent), or other District employee. School Board Policy FFH (Local) provides more details on reporting by a student, an employee, and alternative reporting procedures.

Parent Notification: The district official or designee shall notify a parent immediately if a report identifies a student as an alleged victim or perpetrator. School Board Policy FFH (Local) also specifies that the District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

Pearland ISD has guidelines for students who are victims of dating violence. These include: 1) Students who believe they are victims of dating violence should immediately report the alleged act(s) to a teacher, school counselor, principal, appropriate District official (Title IX Coordinator, ADA/Section 504 Coordinator, or Superintendent), or other district employee. 2) Reports of prohibited conducts shall be made as soon as possible after the alleged act or knowledge of the alleged act to ensure the District's prompt investigation. 3) The District's procedures include prompt investigation, reporting, confidentiality, and appeals, and shall follow policy as outlined in School Board Policy FFH (Local) as appropriate to the dating violence allegation. FFH (Local) provides that information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices. 4) Victims of dating violence may request to be moved to another campus.

Any parent or guardian that has a religious, moral, ethical, or reasonable objection to the district procedures have the right to contact the campus, appropriate District official (Title IX Coordinator, ADA/Section 504 Coordinator, or Superintendent), or other District employee to discuss additional options.

Pearland ISD Guidance Services will provide campus counselors age-appropriate student materials on the dangers of dating violence and resources.

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

Prohibited Conduct

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

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

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

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

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

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

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

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

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

Other Sexual Harassment

By an Employee

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

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

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

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

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

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

By Others

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

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

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

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

Examples

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

Dating Violence

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

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

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

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

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

Examples

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

Reporting Procedures

Student Report

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

Employee Report

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

Superintendent

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

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
Bullying	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

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

General Response

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

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

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

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

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

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

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

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

1. Equitable treatment of complainants and respondents;

2. An objective evaluation of all relevant evidence;

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

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

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

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

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

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

dismissal of a Title IX formal complaint or any allegations therein;

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

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

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

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

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

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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