East Central Independent School District

District Improvement Plan

2024-2025

Mission Statement

Mission

Together, we will customize learning experiences so that every student is continuously challenged to advance their knowledge and ability in every classroom in every school, every day.

Vision

We envision an inclusive, exceptional school system that teaches all children to read critically, write compellingly, think logically, and solve problems creatively. We prepare students for life, equipping them with the ability to earn credentials they find appealing and have value in today's economy.

Values

We Value

- Diversity
- Customer Service
- Personal Accountability
- Fiscal Responsibility
- Adaptability
- Collaboration
- Loyalty

Beliefs

- We are a learning organization with a culture of continuous improvement.
- Teachers are the most important influence on the quality of learning. Every teacher is a leader; every leader is a teacher.
- We are all responsible for creating engaging learning opportunities for every student, every day.
- We will create a safe and caring environment where students are motivated, interested and engaged in high quality, relevant work.
- We will work closely together and support each other in our efforts to improve the educational experiences for all students.
- Quality schools are the responsibility of the entire community.

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Goals

Revised/Approved: July 23, 2024

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain but Consider a Change

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain

Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will maximize students opportunities to learn by making learning meaningful, maximizing student participation, and limiting the amount of time students are out of class. **Evidence of Success:** EC students will reach a 94.0% attendance rate for the 2024-25 school year. **Staff Responsible:** Executive Director of SCE Chief Instructional Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Utilize Comprehensive Case Management to strategically target students with attendance concerns through CIS

Intended Audience: CIS Case Managers targeting students with attendance concerns

Provider / Presenter / Person Responsible: Coordinator of SED
Director of Student Services

Date(s) / Timeframe: June - Create initial targeted lists
Week of July 22nd - meet with CIS
August 1 - Present list of targeted students to CIS site coordinators
Campuses have Case Management Meetings
Campuses obtain permission slips
Progress monitor students quarterly

Aug. 2024-May 2025- Monthly report for CIS including targeted students
Aug. 2024-May 2025-Share Campus and CIS caseload attendance with principals and APs
Aug. 2024- May 2025- Provide coaching with site coordinators

Collaborating Departments: SCE and CIA

Staff Responsible: Chief Instructional Officer
Executive Director of SCE
Director of Student Services
Director of Accountability and School Transformation
Coordinator of SED

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will create safe learning environments by teaching clear behavior expectations, growing teachers in classroom management, and providing targeted intervention. **Evidence of Success:** EC students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** Executive Director SCE Director of Student Services Chief Instructional Officer Director of Accountability and School Transformation Coordinator of SED				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Improving Tier 1 Behavior expectations so that all reach 80% with embedded coaching support

Intended Audience: Assistant principals and campus behavior teams

Provider / Presenter / Person Responsible: Coordinator of SED

Date(s) / Timeframe: June/July
- LMS and Harmony comprehensive plans (also Honor & Sinclair)
- Coordinate with Transportation for alignment of behavior expectations and what to do when student don't meet the expectation.

July
- AP Boot Camp- work on Tier 1 handbook and work on train trainer session for Tier 1 behavior
- complete Behavior Handbook by July 18th
- provide coaching and feedback to campuses based on Tier 1 campus plans
- provide individualized supports to campuses with new campus administration prior to BOY PD

August - roll out initial teaching plans
November - reset behavior expectations
January - reset behavior expectations
March - reset behavior expectations

August- May - Monthly job alike meeting reviewing discipline data and campus behavior systems
August- May- Quarterly coaching and feedback provided to campuses
August- May- Utilize behavior dashboard

Collaborating Departments: SCE: Student Services
BOSS: Transportation

Staff Responsible: Chief Instructional Officer
Director of Accountability and School Transformation
Coordinator of SED

Strategy 2: Training key staff on discipline and coding

Intended Audience: Assistant Principals
PBSI staff
Safety Monitors
AP secretaries

Provider / Presenter / Person Responsible: Director of Student Services

Date(s) / Timeframe: August 2nd training EC discipline code handbook with APs, AP secretaries, attendance clerks, safety monitors

Pre-meeting data to prepare for AP and District Behavior Team (DBT) with Transformation team
by Sept 3
by Oct 1st
Nov 12th
Jan 7th
Feb 4th
March 18th
April 30th

Job Embedded AP Meetings to review data and create a plan for next steps.
Sept 10th
Oct 8th
Nov 19th
Jan 14th
Feb 11th
March 25th
May 6th

DBT Leads Meeting
Sept 10th
Oct 8th
Nov 19th
Jan 14th
Feb 11th
March 25th

May 6th

Collaborating Departments: CIA: Transformation
BOSS: Transportation

Staff Responsible: Executive Director of SCE
Director of Student Services

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and re-actively, to crisis situations?

Initial Status: Maintain but Consider a Change

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will increase student achievement by implementing high-quality instructional materials and research-based instructional strategies. **Evidence of Success:** For the 2024-25 school year, East Central ISD will earn a minimum of a "met standards rating C" with at least 70% approaches, 35% meets, 20% masters on STAAR and 88% of students College, Career, or Military ready. **Staff Responsible:** Chief Instructional Officer Director of C&I				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: When instructional materials are adopted, the district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. (ESF 4)

Intended Audience: Campus Leaders, Instructional Leadership Team

Provider / Presenter / Person Responsible: Chief Instructional Officer
CIA Leadership

Date(s) / Timeframe: July - DLT
July- May- NIET partners on campuses for training, coaching, observations/feedback, modeling
August- Develop local adoption process for courses in need of new materials
September- Ensure all courses have materials ordered and all received items are in inventory and sent to campuses
November- Begin looking at HQIM for RLA & Math; determine if new materials will be analyzed for purchase for 25-26
Nov-March- Conduct local adoption process for courses needing new curriculum
April 30- Order materials in E+MAT for 25-26 school learning
May- Identify curriculum writing needs
May 30-July 24- Curriculum writing for supplemental curriculum documents needed to clarify curriculum
July- Begin training teachers/admin on new materials

Collaborating Departments: Bilingual, CCMR, SpEd

Delivery Method: Training, Job embedded support, check ins, collaborative walkthroughs

Staff Responsible: Chief Instructional Officer

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback). (ESF 5)

Intended Audience: Campus leaders, Instructional leadership team meeting

Provider / Presenter / Person Responsible: Director of Curriculum and Instruction

Date(s) / Timeframe: By July 10- Identify instructional strategies and develop 1-pagers, decide roll-out process
By July 16- Train DLT on common instructional strategies
By July 30- Bil. Inst. align HYS to district Instructional strategies for DLI, ESL & LOTE teachers
By July 31- Train DLI Academies on 2nd Language Acquisition Strategies
By Aug. 1 - Train ECHS on identify language barriers to implement HYS
By Aug 7- Campus admin trains teachers
By Aug. 22, Sept, 17, Oct. 3, 9 & 16, Dec. 4 HYS for DLI & ESL Programs
Aug-May -Monitor use of strategy, provide feedback, create action plans, monitor
Aug-May- Include ongoing training/support in job-alike meetings, O3s, campus visits
Aug-May- Gather videos of exemplary practice of the key instructional strategies. Feature the videos. in job-alike meetings and on the one pagers.(Strategies: Talk, Write, Scaffold)

Collaborating Departments: All of CIA

Delivery Method: Training in DLT, ongoing training/support through job-alike meetings and O3s, coaching.
District developed list of common instructional strategies

Staff Responsible: CIA staff --> Campus leaders --> Teachers --> Students

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 3: CIA will ensure campus leadership and counselors are trained and receive ongoing coaching to support students guidance to and attainment of postsecondary readiness. (ESF 5)

Intended Audience: Counselors, Campus Leaders, Instructional Leadership Team

Provider / Presenter / Person Responsible: Director of CCMR, CIA, Coordinator of CCMR

Date(s) / Timeframe: Monthly August 24- May 25- 30 minute training at District Wide Counselor Meetings
October - December 2024 - Targeted TSI with built in intervention
By 8/7/24 - Advanced Academics enrollment increase (6th- 8th, 9th)
By 8/7/ 24 College Prep Merge with English 4 - all Cohort 25 enrolled
By 8/7/24 College Prep Math enrollment for all Cohort 25 not meeting

By 5/1/25 all elementary campuses will Introduce Elementary National Junior Honor Society

Collaborating Departments: All campuses, CIA

Delivery Method: 10th grade (Cohort 27) TSI Assessment December 17th
ACT School day for Cohort 26 March 5th
PACT School Day - 8th Grade March 5th
La Familia Family Engagement - October- November
FAFSA Night Events - October - February
Postsecondary Symposium - October 2,3
CCMR Classroom of the Month for Elementary Campuses
5th Grade Transition Event
District wide College Fair

Staff Responsible: Chief Instructional Officer
Director of CCMR

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Minor Change

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: Audit and strengthen Special Education systems (administration support, structures, policies, compliance) to ensure successful inclusion practices. **Staff Responsible:** Chief Instructional Officer Directors of Special Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Partner with ESC20 SIL liaison to improve Specially Designed Instruction (SDI) in co-teach settings.

Intended Audience: Students receiving special education services, K-12 Co-Teachers, campus administrators and leaders

Provider / Presenter / Person Responsible: ESC20 SIL liaison

Date(s) / Timeframe: By August 6, 2024 - Empathy Interviews
August Determine targeted areas

Staff Responsible: Directors of Special Education

Results Driven Accountability

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify Leading the EC Way?

Initial Status: Maintain but Consider a Change

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Minor Change

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will focus on quality partnerships that help us reach our goals and that help our partners reach their goals beyond contractual requirements. **Evidence of Success:** 100% of partnerships are identified as mutually beneficially by both EC and our partner. **Staff Responsible:** Executive Director of SCE				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Initial Status: Maintain

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will establish a baseline in all inventory management systems so that we can ensure efficient operations. We will align our needs assessments, goals, strategies, and budgets when creating and spending money as good budget stewards. We will ensure efficient operations by providing clear roles, a process to revisit progress with PEIMS coding, and protected time to ensure the work is complete. **Evidence of Success:** 100% of campuses and departments will implement the district's inventory management policies and procedures by July 3rd, 2025. 75% to 90% of the school and department budgets will be expended in the 2024/25 school year. To ensure accurate student coding throughout the year, on June 3, 2025, 99% of key student's records will be accurate to include to the following codes: 504 Accelerated Instruction Hours (new 24-25) Bilingual Program CTE Discipline Dyslexia Emergent Bilingual ESL Program Gifted Program Special Education Program State Compensatory Education **Staff Responsible:** Chief Financial Officer Executive Director BOSS Chief Instructional Officer				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Coordinate with department leads to ensure coding is updated and coordinate with campuses to ensure protected time for data entry, clarity of who is responsible to ensure it is complete, and a process to review progress.

Intended Audience: Central office directors and coordinators
Campus leaders including principals, APs, PFs, and PEIMS clerks

Provider / Presenter / Person Responsible: Coordinator of Information Systems

Date(s) / Timeframe: Create new tracker for the year including AI by July 11th
For Accelerated Instruction:
May 2024 - Update PFs on new AI screens in ASCENDER
July 2024 - Provide Student List for AI to PFs, update BrM with Summer AI hours
Aug 2024 - PFs create student list at monthly job alike mtg then provide to PEIMS Clerks for students who completed AI hours in the Summer
Sept - Dec 2024 - PFs monitor BrM and update student lists as hours are completed during monthly job alike mtg
January 2025 - Secondary PFs create student list at monthly job alike mtg then provide to PEIMS Clerks for students who completed AI hours in 1st sem; Elementary PFs create list of students who have not completed at least half of their required hours and create a plan to increase opportunities for AI
Feb - Apr 2025 - PFs monitor BrM and update student lists as hours are completed during monthly job alike mtg
May 2025 - PFs create student list at monthly job alike mtg then provide to PEIMS Clerks for students with completed AI hours

Collaborating Departments: Bilingual/LOTE, CCMR, Special Education, Transformation, and Student Services

Staff Responsible: Director of Accountability and School Transformation
Coordinator of Information Systems

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

Policy Documents & Addendums

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

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

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

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

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

Policy

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

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

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

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

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

Internet Posting

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

Education Code 37.0832

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

Development, Implementation, and Review of Guidelines and Goals

The Wellness Task Force Committee, in consultation with the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the Wellness Task Force Committee shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

Wellness Plan

The Wellness Task Force Committee, in consultation with the District Education Improvement Council (DEIC), shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The Wellness Task Force Committee, in consultation with the DEIC, shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with the District community to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. Teachers shall be encouraged to integrate nutrition education into core curriculum areas such as mathematics, science, social studies, and language arts, as applicable.
3. The food service staff, teachers, and other school personnel shall coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

3. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

4. The District shall make appropriate activities available in order to promote enjoyable, lifelong physical/social emotional activity for District employees and students.

5. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.

6. The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as the Wellness Center, tennis center, and the like, that are available outside of the school day. [See GKD]

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.

2. The District shall promote wellness for students and their families at suitable District and campus activities.

3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The Superintendent shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

District-Level Committee

In compliance with Education Code 11.251, the District-level committee shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The committee shall serve exclusively in an advisory role except that the committee shall approve staff development of a Districtwide nature.

Chairperson

The Superintendent shall be the Board's designee and shall serve as chairperson of the committee.

Meetings

The chairperson of the committee shall set its agenda and shall schedule at least two meetings per year; additional meetings may be held at the call of the chairperson.

Communications

The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication may include, but are not limited to, articles regarding the work of the committee in District and campus publications or on the District's Web site.

Composition

The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. At least two-thirds of the District and campus professional staff representatives shall be classroom teachers. The remaining employee representatives shall be professional nonteaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

Professional Staff

Classroom teacher representatives shall be nominated and elected by classroom teachers assigned to each campus and shall comprise at least two-thirds of the total professional staff representation on the committee.

At least one campus-level nonteaching professional representative shall be nominated and elected by the campus-level nonteaching professional staff.

At least one District-level professional staff member, other than the Superintendent, shall be nominated and elected by the District-level professional staff.

Parents

The committee shall include at least ten parents of students currently enrolled in the District, selected in accordance with administrative procedures. The Superintendent shall, through various

channels, inform all parents of District students about the committee's duties and composition and shall solicit volunteers. [See BQA(LEGAL)]

Community Members

The committee shall include at least two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.

Business Representatives

The committee shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.

Elections

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the committee. [See DGA]

The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the committee shall be held in the fall of each school year at a time determined by the Board or its designee. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.

Terms

Representatives shall be elected or selected annually and shall be limited to three consecutive terms on the committee.

Vacancy

If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.

Other Advisory Groups

The existence of the District-level committee shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

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

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

Training

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

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

Reporting Child Abuse and Neglect

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

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

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

Confidentiality

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

District Police Department

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

District police officers shall not be assigned routine classroom discipline or administrative tasks.

Temporary Assignment	District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memorandum of understanding at least once every year. The memorandum of understanding shall be approved by the Board.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
Access to Recordings	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Training	All District officers shall receive at least the minimum amount of education and training required by law.
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
Racial Profiling	The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
Use of Force	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
High-Speed Pursuit	Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by

the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. [See Complaints Against Peace Officers at CKEA(LEGAL)]

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

East Central ISD

Suicide Prevention, Intervention, and Postvention Plan

East Central has implemented district-wide programs to address the following mental and behavioral health concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention;
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Strategies:

1. All school and district staff members receive training as part of EC's Vector SafeSchools Online Training Plan. Staff complete the module Youth Suicide: Awareness, Prevention and Postvention in compliance with HB 2186 (Jason Flatt Act, June 2015).
2. School counselors participate in annual training updates utilizing resources from Texas School Procedures to review prevention, intervention, and postvention procedures.
3. Information is included in the East Central ISD Parent & Student Handbook regarding Mental Health Support & Mental Health Care Services, including a description of how school counselors work to notify parents when a student is identified as at risk, provide recommendation for intervention for a student with early warning signs, and share information and educational materials on risk factors and accessing support.
4. School counselors provide mandatory grade appropriate guidance lessons to students on topics including bullying, personal safety, drug/alcohol awareness, dating violence, suicide prevention, and sexting.
5. For the 2022-23 school year, the school counseling team will create a mental health and wellness resources page on the ECISD website for community access.

Resources: *Texas School Procedures includes resources to be utilized by staff and shared with families and students when appropriate.*

- Administrative Suicide Ideation Procedures
- SI protocol and documentation for school counselors
- Student Transition/Safety Plan documentation
- Suicide prevention training materials
- Brochures for staff and community including:
    - Parent information and resource guide
    - National Institute of Mental Health Q&A guide (English and Spanish)
    - National Institute of Mental Health guide "The Role of High School Teachers"

Staff responsible:

Updated June 28, 2022

- Campus Administrators
- School Counselors
- District Coordinator of Social Emotional Development

Evaluation of plan:

- Plans updated annually between district representatives and counseling department leadership. Training needs are addressed in update; sign in sheets and agendas will support monitoring for completion.
- Impact of comprehensive counseling program and guidance will be assessed using behavior and SEL data alongside counselor pre- and post-tests. District goals for improvement will be reflected in counseling department campus annual plans.