

Northwest Independent School District

District Improvement Plan

2024-2025



Board Approval Date: September 23, 2024

Mission Statement

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

Vision

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

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northwest Independent School District’s legacy of excellence began in 1949 when the one-schoolhouses of Haslet, Justin, Rhome, and Roanoke united. Born from a desire to provide the community’s students more opportunities and the best education possible, the early vision of Northwest ISD remains today through our “kids come first” focus.

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

As the fastest-growing school district in North Texas, enrollment is expected to surpass 32,000 students this year. To accommodate this growth and ensure that every student has access to the best possible learning environment, we proudly opened Alan and Andra Perrin Elementary School and a replacement building for Gene Pike Middle School thanks to the 2023 voter-approved bond election.

Northwest ISD’s growth is unique in that there are large developments underway across the district. Zonda, the district’s demographer, expects NISD will experience a 3.5-5% annual growth rate for the foreseeable future, with student enrollment reaching approximately 45,076 in ten years.

Ten-Year Enrollment Forecast - 2Q24 Demographic Report

Year (Oct.)	Total	Growth	% Growth
2019/20	25,040	899	3.7%
2020/21	25,383	343	1.4%
2021/22	27,583	2,200	8.7%
2022/23	29,248	1,665	6.0%
2023/24	30,801	1,553	5.3%
2024/25	32,095	1,294	4.2%
2025/26	33,288	1,193	3.7%
2026/27	34,500	1,212	3.6%
2027/28	35,966	1,466	4.2%
2028/29	37,450	1,485	4.1%
2029/30	38,979	1,528	4.1%
2030/31	40,397	1,419	3.6%
2031/32	41,935	1,537	3.8%
2032/33	43,430	1,496	3.6%

Year (Oct.)	Total	Growth	% Growth
2033/34	45,076	1,645	3.8%

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

Student Demographics

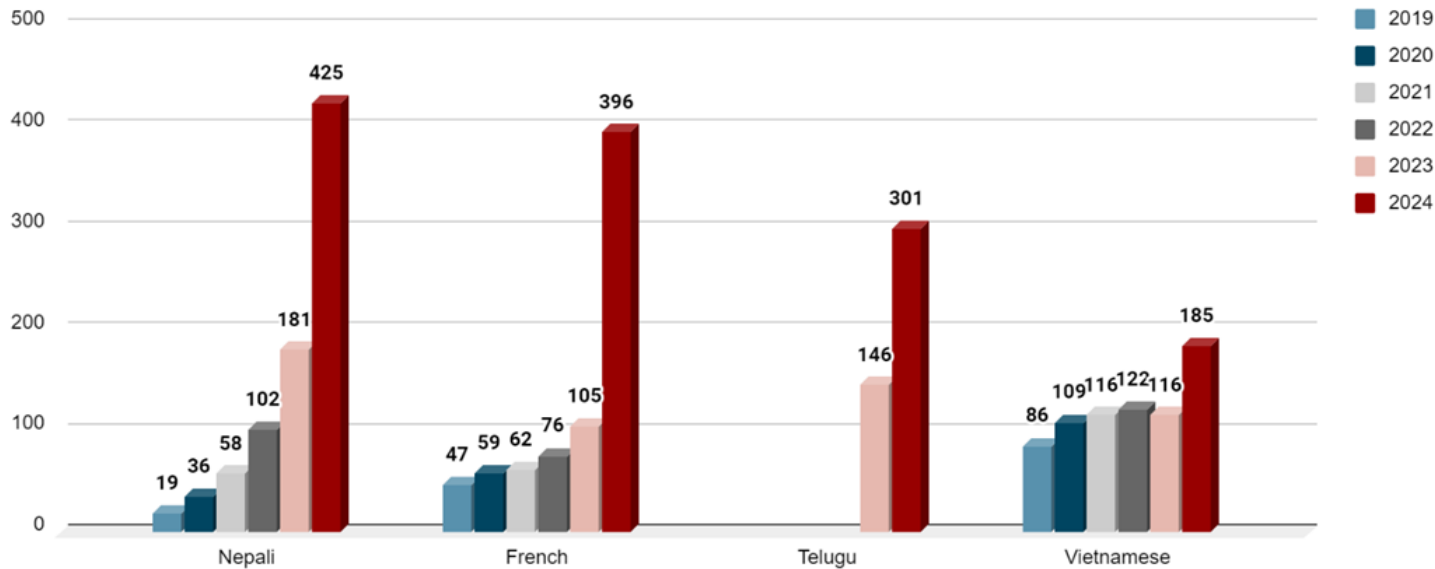
Our student body comes to us from a wide array of backgrounds, experiences, ethnicities, and beliefs. As our student population increases, the diversity of our students and families also continues to change.

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	Dyslexia	GT	EL	At-Risk	Homeless
49.45%	25.22%	13.17%	4.16%	7.31%	27.46%	15.82%	8.72%	10.54%	11.03%	35.23%	0.33%

[Data Source: 2023-2024 October Fall PEIMS Data Collection]

NISD students speak more than 78 different languages. The district provides ongoing staffing, program, and curriculum supports to help with the unique communication and academic needs of all students.

Top Languages in NISD



While not unique to Northwest ISD, the district has experienced increases in the percentage of students requiring specialized educational services. The disproportionate increase in the percentage of students needing specialized services to the percentage increase in student enrollment has placed a growing strain on our education system, staffing, and district budget. Monitoring and addressing these escalating needs while managing budget constraints and staffing needs will continue to be a challenge.

Student Support Services Counts							
	2019	2020	2021	2022	2023	2024	Percent Increase
Enrollment	24,141	25,040	25,383	27,583	29,248	30,736	27.3%
SPED	2,459	2,863	3,084	3,588	4,314	4,841	96.9%
EB	1,285	1,538	1,744	2,177	2,769	3,400	164.6%
Dyslexia	1,260	1,554	1,870	2,235	2,416	2,683	112.9%
Eco Dis	5,027	5,167	5,456	6,515	7,833	8,422	67.5%
CTE	6,396	8,827	11,847	11,529	12,073	12,443*	94.6%

*CTE – Other factors include growth of programs and students in multiple CTE classes

While the impact of increased total enrollment and subpopulations is readily apparent, it is equally important to recognize the effects of higher student turnover. This growing number of students transitioning in and out of our district significantly impacts staff workload, particularly within our special education department, as they must accommodate and support a rising number of students with diverse and complex needs.

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

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

Staff Demographics

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

Staffing by Race			
Race	Number	Total	Percent of Staff
Asian	48.7	3,416.2	1.4%
Black	121.5	3,416.2	3.5%
Hispanic	436.1	3,416.2	12.7
Am Indian/Alaskan Native	11	3,416.2	0.3%
2 or More Races	26.8	3,416.2	0.8%
White	2,772.1	3,416.2	81.1%

[Data Source: 2023-2024 October Fall PEIMS Data Collection]

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

As to be expected in a large, fast-growth district, NISD continues to hire large numbers of new staff members. The number of new teachers and staff creates additional strain on our district systems, processes, and professional development which can be felt at both the campus and district levels. The number of new hires is a great reminder of the importance of engaging new staff members, reinforcing the district's culture and standards of excellence, and consistency in professional development.

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

Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Increase in student enrollment provides a positive increase in district revenue per current school finance structure.
- Effective and ongoing process for stakeholders to evaluate and plan for the physical and programming needs of the district.
- Effective communications with the community of growth needs.
- North Texas has a strong, growing economy.

Student Learning

Student Learning Summary

NISD holds high academic standards for all students to reach their fullest potential, and high expectations exist for every student in every content area across the district.

LITERACY

Early Literacy was measured on mCLASS at the beginning of the year, middle of the year, and end of year. Based on this data, NISD students consistently outperformed students at the state and national level in all grade levels where this data was available. Additionally, teachers reported students' reading levels at the end of the year.

2023 - 2024 mCLASS <i>*Baseline Data</i>						Teacher Report <i>*Baseline Data</i>
Grade	Total Students	BOY On Benchmark or Above Level	MOY On Benchmark or Above Level	EOY On Benchmark or Above Level	% Making a Year's Growth or More	EOY Text Level On or Above
K	2040	64%	62%	76%	82%	79%
K TX		46%	51%	63%		
K Nat.		38%	50%	65%		
1st	2194	63%	55%	72%	77%	64%
1st TX		52%	50%	63%		
1st Nat.		50%	50%	65%		
2nd NISD	2165	62%	59%	65%	80%	65%
2nd TX		54%	52%	59%		
2nd Nat.		53%	53%	60%		
3rd	2190	52%	57%	59%	75%	60%
There is no comparison data at this time for 3rd grade.						

Literacy in other grade levels was measured by MAP throughout the year. End of year MAP assessment data demonstrated that students in grades 3-7 performed in the top third to top quarter in the national achievement percentile. Students in grades 8 and 9 performed in the top half of the nation, yet slightly lower than grades 3-7.

ELA National Achievement Percentile	
3 rd	67%
4 th	73%
5 th	74%
6 th	64%
7 th	68%
8 th	55%
9 th	58%

At the end of the year, NISD students consistently outperformed the region and state in English-Language Arts on STAAR results:

ELA	% Approaches or Higher			% at Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District
3rd	75	74	77	26	25	25	28	28	29	21	21	23
4th	82	82	85	31	31	29	28	28	30	23	23	26
5th	78	79	83	24	24	22	25	26	27	29	29	34

ELA	% Approaches or Higher			% at Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District
6th	75	76	82	20	20	20	30	30	34	25	26	28
7th	72	72	82	20	19	17	24	24	28	28	29	37
8th	78	78	86	24	24	20	26	25	29	28	29	37
Eng I	67	67	80	13	13	11	37	37	45	17	17	24
Eng II	75	76	87	15	14	13	51	53	62	9	9	12

	Extended Constructed Response Task (Scored out of 10 pts.)					Short Constructed Response Task (Scored out of 2 pts.)				
	3rd	4th	5h			3rd	4th	5h		
State	2.82	3.87	2.75			0.83	0.51	0.73		
Region	2.75	3.81	2.62			0.82	0.5	0.74		
District	3.16	4.29	3.11			0.85	0.53	0.88		
	Extended Constructed Response Task (Scored out of 10 pts.)					Short Constructed Response Task (Scored out of 2 pts.)				
	6th Grade	7th Grade	8th Grade	English 1	English 2	6th Grade	7th Grade	8th Grade	English 1	English 2
State	3.71	4.28	4.34	3.8	4.67	1.23	1.24	1.18	1.33	1.28
Region	3.66	4.36	4.38	3.88	4.8	1.22	1.23	1.16	1.33	1.29
District	4.15	5.36	5.16	4.97	5.63	1.29	1.42	1.32	1.49	1.48

MATH, SCIENCE, SOCIAL STUDIES:

Mathematic achievement was measured by MAP throughout the year. End of year MAP assessment data demonstrated that students in grades 3-7 performed in the near or above the top quarter in the national achievement percentile.

Math National Achievement Percentile	
3 rd	76%
4 th	76%
5 th	74%
6 th	78%
7 th	70%

At the end of the year, NISD students consistently outperformed the region and state in Math, Science, and Social Studies as measured by STAAR:

MATH	% Approaches or Higher			% at Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District
3rd	69	70	73	28	27	26	26	27	30	15	16	17
4th	68	67	67	23	23	24	24	24	24	21	20	19
5th	76	74	80	27	26	25	30	29	33	19	19	22

MATH	% Approaches or Higher			% at Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District
6th	69	70	77	32	32	34	24	25	33	13	13	10
7th	53	53	63	21	22	23	22	22	25	10	9	15
8th	70	68	77	30	29	30	25	25	30	15	14	17

SCI	% Approaches or Higher			% at Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District
5th	57	58	63	31	31	33	15	16	18	11	11	12
8th	68	67	80	26	26	24	26	26	33	16	15	23
Bio.	91	91	95	33	33	22	39	39	45	19	19	28

SS	% Approaches or Higher			% at Approaches			% at Meets			% at Masters		
	State	Region	District	State	Region	District	State	Region	District	State	Region	District
8th	57	58	63	31	31	33	15	16	18	11	11	12
US	95	95	99	26	25	17	32	31	30	37	39	52

Student Learning Strengths

During the 2023-24 school year, the following accomplishments were observed:

- Successful implementation of mCLASS diagnostic assessment in grades K-3. Significant growth from Middle-of-the-Year to End-of-the-Year occurred, with NISD students outperforming the state and nation.
- Teachers utilized short-cycle assessments to track data. Data was also used to determine curriculum adjustments and professional learning needs.
- During Learning Teams, evidence of increased application of Learning Targets was observed.
- Increased use of progress monitoring tools. Teachers deepened their use of data for instructional decisions.
- Inception of 42 Advanced Academic Ambassadors.
- Increase in the number of students participating in Super Saturdays for AP exams.
- CCMR and Counseling worked together to pilot the College Match program. Seniors were offered over \$118 million in scholarships.
- Scholarship database was rolled out to allow NISD students easier access to scholarships.
- CTE, CCMR, and data services partnered to create CCMR Readiness tracker.

District Processes & Programs

District Processes & Programs Summary

Instructional Programs

NISD has extensive curricular programs for all students, coupled with strong professional learning supported by the Curriculum and Instruction Department. Beginning in kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, the NISD Student Support Services Department and the College and Career Readiness Department provide a variety of resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, NISD has support systems in place for students with gaps in their learning. A wide range of support systems are provided to students, that may include:

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

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

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

NISD's Career and Technical Education program strives to provide real academics, real skills, and a real high school experience unlike any other. In 2023-2024, 80% of all secondary students were in a CTE course and students successfully earned 6,620 certifications. Participation in Dual Credit and OnRamps also increased, with an enrollment of 976 in Dual Credit and 2,908 in OnRamps.

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

Emergent Tree Behavioral Framework

In Northwest ISD and across the state, schools have experienced significant increases in student behavior challenges. This behavior not only disrupts the learning environment but also places additional strain on our teachers, administrators, and support staff, worsening existing concerns about staff morale.

In response to the marked increase in student behavior, Northwest ISD has implemented a Behavior Support Framework as part of a comprehensive strategy to improve classroom management and reduce learning disruptions. Now in its second year, this research-based, systemic approach provides our teachers with aligned tools, skills, and vocabulary to address classroom behaviors effectively. By integrating the Emergent Tree strategies with existing tools, we hope to build upon the positive efforts campuses already have in place to create a culture of consistency that supports both staff and students. Currently, Tier 1 behavior supports are evident at all schools through the Behavior Support Framework, Tier 2

supports will be a focus for elementary campuses this year and Tier 3 supports through the Special Education Department.

Staff Support: Curriculum, Professional Development, and Support

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

Professional Development that meets the needs of our teachers is crucial to student success. From Engage to Welcome Home, Northwest ISD offers multiple opportunities for teachers and staff to receive additional training and hone their personal skills and talents, while continuously exploring researched-based instructional strategies that support our aligned and rigorous curriculum. NISD continues to offer training that meets the needs of the individual teacher by providing a diverse range of PD opportunities and often allowing personal choice. In an effort to further improve the professional development experience, the Professional Learning Advisory Committee was developed and tasked with providing feedback and helping to improve the structure and design of district training,

Based on feedback from principals and staff, Northwest ISD has taken great efforts to put intentional support systems in place to aid teachers in the classroom. Highlights of these systems of support include welcoming our new teachers with our mentor programs, strengthening the level of teaching through instructional coaches, and improving classroom behavior and disruption through our behavioral interventionists. Through continued conversations and the districtwide Staff Listening Sessions, staff have expressed a need for additional support positions to help address teacher workload, staff morale, behavior concerns, and improve the overall effectiveness of the classroom. Balancing the desire and need to provide additional support positions with the district's budget constraints will continue to be a challenge.

We have noticed a trend of teachers new to Northwest ISD taking note and sharing their amazement of the level of the district's prepared curriculum and the support they receive as teachers. We have received such positive feedback, that we believe increasing awareness of our district standards, curriculum, and available staff support could serve as an attractive recruitment tool. Based on staff feedback, new support initiatives will include the 13th check (to allow new teachers a financially seamless transition to our district) and Northwest ISD's Education Foundation's Neffie (to conveniently bring teacher supplies to the campus).

Communications

Northwest ISD maintains a robust set of communication methods to keep families, staff, and community members informed about district news and events. ParentSquare continues to serve as the district's primary direct communication tool at all levels, including teacher-, school- and district-level communication with families, with the tool receiving positive feedback. District-level communications methods include community and staff newsletters, social media channels, website postings, photo and video updates, and media engagement. Campuses also send regular newsletters and manage social media channels. The streamlined communications tool assists in managing a multitude of messages and keeping various messages organized and easy to locate.

Fast-Growth Planning

Thanks to the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district, Northwest ISD is experiencing rapid enrollment growth that is anticipated to last more than 20 years. The sharp increases in student enrollment strains our systems and processes, and it is important that we stay ahead of the influx. Northwest ISD relies upon quarterly demographic reports, prepared by Zonda. Proper planning and constructing of new facilities are crucial to providing an effective learning environment for our growing student enrollment.

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

planning as the new schools, facilities, and additions are planned and scheduled.

Texas School Funding Crisis and 89th Legislative Session

Texas public schools are currently facing a significant funding crisis, with state funding levels failing to keep pace with the rising costs of education. As we approach the 89th Legislative Session, it is crucial that our state lawmakers prioritize funding for public schools first before committing precious and limited funding to private-school vouchers or ESAs. Northwest ISD will be actively advocating for an increase in the Basic Allotment and adjustment for inflation, full funding for mandates, and additional funding to address teacher and staff pay.

Financial Planning and Voter-Approval Tax Rate Election

Facing a significant budget shortfall because of a lack of legislative action to increase public education funding, Northwest ISD adopted a deficit budget of \$15.8 million for the 2024-2025 school year. The state allows school districts to increase the M&O tax rate within a certain range, increasing revenue, through the community's passing of a Voter-Approval Tax Rate Election. This is the only tool districts have to increase revenue from the M&O tax rate. The NISD Board called a VATRE to potentially increase the M&O tax rate by 3 cents, generating nearly \$16 million in additional revenue. All 3 cents are classified as "golden pennies," meaning all revenue generated from the potential tax rate increase would remain in Northwest ISD for local use and not be subject to recapture for state use. If approved, Northwest ISD can continue to provide current class sizes and student programs while funding teacher and staff raises. Future budget development and planning will vary greatly depending on the outcome of the November election.

District Processes & Programs Strengths

District processes and programs strengths include:

- Northwest ISD has a strong and viable curriculum that is aligned across schools and grade levels. District and campus staff work together to continuously monitor and adjust professional learning needs to enhance instruction across the district. Structures and process are in place to support and adapt to the needs of our teachers so they are equipped to meet the needs of our students.
- Staff and students have 24/7 access to district technology resources to support learning and business needs as determined by their role in the organization.
- A comprehensive compensation plan was adjusted and approved in the Spring of 2024 to include equity among tenured teachers, a longevity incentive, and updated stipends.
- Multiple partnerships have been developed with UNT and TWU to help increase teacher pipelines.
- Continuous support for teacher mentors took place throughout the year, so that mentors could best support teachers.
- Northwest ISD continues to provide the proper planning strategies that allow the district to keep up with the fast-growing communities within the district.
- Our campuses and other facilities maintain a safe and secure environment, and our staff and students are prepared to respond to events that may occur.

Perceptions

Perceptions Summary

Northwest ISD's Strategic Goals and Priorities

As we proudly celebrate Northwest ISD's 75th Anniversary and reflect on the legacy of our school district, it is exciting and reassuring to know our future is anchored by a clear vision. The vision of Northwest Independent School District is to empower learners and leaders to positively impact the world. Our beliefs, vision, mission, goals, and priorities are the foundation of our work and are embraced throughout the district. The district's core belief of putting kids first resonates throughout Northwest ISD and is recognized by parents and staff alike.



Northwest INDEPENDENT SCHOOL DISTRICT
STRATEGIC GOALS
2023-2028

Our Core Beliefs

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

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

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

Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
<p>Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.</p> <p>NISD PRIORITIES:</p> <p>Literacy 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.</p> <p>Academic Progress 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.</p> <p>College, Career, Military & Life Readiness 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.</p>	<p>Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.</p> <p>NISD PRIORITIES:</p> <p>Recruit 2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.</p> <p>Value 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.</p> <p>Retain 2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.</p>	<p>Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.</p> <p>NISD PRIORITIES:</p> <p>Engagement 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.</p> <p>Culture 3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.</p> <p>Safety 3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.</p>

Public Perception

Northwest ISD continues to maintain an excellent reputation, attracting thousands of families annually to the district. NISD's success is a shared achievement. The district has become known for the various opportunities available to students. Staff, programs, and services continue to be held in high regard. The thriving school district is a testament to the dedication of educators, the number of quality learning opportunities, and the supportive communities we serve.

Northwest ISD provided families an opportunity to share valuable feedback through a Family Survey in February 2023 and another survey will be administered this school year.

Parental Involvement and Engagement

Parental engagement and involvement is a cornerstone of student success. Parental involvement, particularly the presence of male authority figures, has a significant impact on student behavior, academic performance, and social-emotional development. Watch D.O.G.S. is a familiar program on NISD campuses, and efforts continue to encourage participation in this valuable program – particularly at our secondary schools.

The district's growth and evolving societal expectations have led to inconsistent parent understanding of school interaction roles and varying interpretations of acceptable behavior. This causes conflicts that could be mitigated with clear expectations and contributes to increased teacher stress and distractions from their instructional duties.

As Northwest ISD continues to grow, the inclusion of new families in school and district activities is essential. Strengthening these connections will enhance community ties, support academic achievement, build our Northwest ISD culture, and contribute to the overall wellbeing of our students.

Safe and Structured Environment

Northwest ISD is dedicated to providing a safe environment for students, faculty, staff, and visitors. A safe and structured environment was the highest-valued category in the district's 2023 Family Survey. Families reported their children felt safe at our schools.

Northwest ISD has a comprehensive emergency operations plan that addresses emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters. To help maintain consistency, between district and campus leaders and emergency responders, the following emergency responses are in place at every Northwest ISD school to respond as a crisis takes place: Secure, Lockdown, Evacuation, Shelter, and Hold. While these common emergency responses are in place, continued training is necessary to help ensure correct and consistent responses.

Staff Perceptions

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

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

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

Staff Listening Sessions

Last school year, Northwest ISD conducted Listening Sessions to gather valuable input from staff across the district. The primary goal of these sessions was to directly address the concerns, needs, and suggestions of our employees, with a particular focus on improving teacher and staff morale. By actively listening to our staff, district leaders have been able to identify key areas for improvement that directly impact their work environment and overall satisfaction.

In response to the feedback received, we have initiated several changes, including enhancements to the veteran teacher pay scale, increased transparency in teacher compensation, and adjustments to professional learning schedules. We have also taken steps to address challenges related to student behavior, provide better technology support for SPED paraprofessionals, and improve staff wellbeing.

District leaders gleaned valuable information from the Staff Listening Sessions and the opportunity to be heard was overwhelmingly appreciated the staff response. NISD plans to continue the Staff Listening Session as part of an ongoing effort to ensure that our teachers and staff feel valued, supported, and empowered in their roles, ultimately fostering a more positive and productive working environment.

Perceptions Strengths

Perceptions strengths include:

- Northwest ISD is celebrating 75 years of excellence.
- Northwest ISD is a well-renowned school district, known for student opportunities and educational excellence.
- Students, parents, community members, teachers, staff, and representatives of local government and industry are all important district stakeholders.
- NISD staff feel supported with professional development and growth opportunities. Based on feedback from staff, choice sessions were offered at March professional learning sessions and during the summer.
- Staff Listening Sessions provided valuable insight into areas where the district can improve.
- NISD students in grades 3-12 completed a locally constructed School Climate & Bullying Survey. The Wellness Ambassadors are a part of the campus committee that evaluates the data from their School Climate & Bullying Survey.

Priority Problem Statements

Problem Statement 1: While our students historically perform well across the district, gaps in achievement are still present and must be addressed.

Root Cause 1: As the fastest growing district across DFW, we are welcoming a record number of new students into our NISD family, and we anticipate this rapid growth to continue. Our newest members to our student body come to us from a wide array of backgrounds.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Despite efforts to improve literacy and writing skills across grade levels, a portion of students are not at a level that meets our high expectations. Gaps remain between schools and across student groups throughout the district, requiring focused attention and targeted instruction to close these gaps.

Root Cause 2: With the fast growth we continuously experience, foundational reading instruction and close monitoring of students' progress on skills development and reading levels must be present in every classroom. Additionally, an emphasis on writing in all content areas at all levels, with specific attention to the writing process, must be present in every classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Opportunities for direct engagement and student voice at the district level are limited, resulting in missed opportunities to improve student engagement and understanding, address student concerns effectively, and enhance the educational environment.

Root Cause 3: Students are at the heart of Northwest ISD. However, the lack of a dedicated channel for direct student input and engagement with district leaders creates a potential disconnect between student needs, district decisions, and mutual understanding.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: NISD has observed increasing challenges in parent-school interactions, which sometimes lead to conflicts that negatively impact teacher morale and the overall learning environment. Without clear expectations, the potential for misunderstandings and inappropriate behavior hinders the development of a collaborative and respectful school culture, essential for supporting student academic success.

Root Cause 4: The district's growth and evolving societal expectations have led to inconsistent parent understanding of school interaction roles and varying interpretations of acceptable behavior. This causes conflicts that could be mitigated with clear expectations and contributes to increased teacher stress and distractions from their instructional duties.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The nation and state are experiencing teacher and labor shortages. NISD must maintain a highly effective staff that aligns with the make-up and needs of our student population to maintain high instructional expectations and provide a successful learning environment. Likewise, we must have highly capable staff members to maintain district operations to support students, teachers, and schools.

Root Cause 5: Employees have faced new and added challenges and stressors in their personal and professional lives. The political climate has added new pressures on our staff which has negatively impacted employee morale. Additionally, the lure of a highly competitive job market and higher salaries outside of education has encouraged some to leave the profession and/or NISD.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The physical and emotional well-being of students and staff has a direct impact on the learning environment and the overall culture of schools.

Root Cause 6: Emotional and physical well-being are connected to student achievement, and in order to provide an effective learning environment, students and staff must first feel safe. As expected by our community, we have an obligation to take proper preventative measures and provide as safe of a learning environment as possible.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: NISD and school districts across the state and country are experiencing an increase in student behavior challenges. These challenges can impact the classroom learning environment. Clear expectations about what it means to be safe, respectful, and responsible on each campus is essential for a positive, productive learning environment and classroom setting.

Root Cause 7: The district's growth and the welcoming of many new students to our schools throughout the year provides us with the need to establish clear expectations for behavior and what it means to be safe, respectful, and responsible, along with strategies to teach students these expectations. With mobility across the district, having an aligned approach across all schools is important.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students from all demographics and backgrounds need ready access to a variety of college, career, military, and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.

Root Cause 8: Our fast-growth school district is attracting more people to the area, increasing awareness of our changing communities. There is a need to ensure that all stakeholders feel a part of Northwest ISD. Additionally, student achievement data demonstrates gaps in performance across some groups.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: While attendance rates have increased over the past few years, we continue to experience lower attendance than we did prior to the pandemic. Having students in class, learning directly from their teacher and engaging with their peers is essential to the learning process.

Root Cause 9: Students who are chronically absent tend to have lower academic achievement. Therefore, increasing student attendance is vital to student success and the overall academic performance of our schools and the district.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Northwest ISD and our programs and processes are constantly evolving as we strive for continuous improvement to address needs across the district. Parents, students, staff, and community members - particularly newcomers or long-term residents who are no longer associated with our schools - are sometimes unfamiliar with our standards, processes, and/or new initiatives.

Root Cause 10: Parental engagement and involvement in a child's education has a direct, positive association on academic performance. The constant state of change due to rapid growth is an additional challenge. Effectively reaching and informing all members of our growing and diversified district is challenging, yet is needed to ensure that stakeholders are informed and a part of NISD.

Problem Statement 10 Areas: District Processes & Programs

Goals

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





Performance Objective 1: Literacy

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

Evaluation Data Sources:

Circle Assessment Data (PK), mClass Data (K-3), Reading MAP Achievement & Growth Data (2-9), Teachers Reading Level Reports, Curriculum-Based Assessment Data, Short-Cycle Assessment Data, STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Support small group instruction in literacy to meet the diverse needs of students, allowing for more personalized and targeted teaching at all levels with a special focus at middle school.</p> <p>Strategy's Expected Result/Impact: Larger student achievement growth especially with students of diverse populations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Directors of Elementary and Secondary Education, Directors of Curriculum and Elementary Education, ELA Coordinators</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide strategic support for teachers and campuses with foundational literacy instruction and instructional reading levels, to include progress monitoring check-ins and resources to support data conversations and reteaching opportunities.</p> <p>Strategy's Expected Result/Impact: Growth in students reading levels and skill development.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Director of Elementary Education, Directors of Curriculum and Elementary Education, ELA Coordinators</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Intentional focus on strengthening student writing and the writing process by supporting teachers with research-based instructional practices along with resources embedded in the curriculum.</p> <p>Strategy's Expected Result/Impact: Students writing will show improvement as compared to district and state rubrics. Students will also be able to discuss components of strong writing with greater understanding and confidence.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Director of Elementary Education, Directors of Curriculum and Elementary Education, ELA Coordinators</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate writing as a fundamental component of instruction across all content areas, in order to support and develop reading and writing skills that strengthen students' ability to think critically, communicate effectively, and demonstrate mastery of subject-specific content.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate mastery of content and skills in each content area by reading and writing in those areas.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Directors of Elementary and Secondary Education, Directors of Curriculum and Elementary Education, Curriculum Coordinators</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
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Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

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

Evaluation Data Sources: Math MAP Achievement & Growth Data (2-9), Curriculum-Based Assessment Data, Short-Cycle Assessment Data, STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen the use of formative assessment tools and processes to monitor student progress, inform instructional practices, and actively involve students in their own learning journey, leading to personalized learning experiences and a year's growth or more in all content areas.</p> <p>Strategy's Expected Result/Impact: Improved student performance will be seen by teachers and students regularly using formative assessment to guide the learning journey.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Directors of Elementary and Secondary Education, Directors of Curriculum and Elementary Education, Curriculum Coordinators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance the use of Learning Targets to guide students and teachers throughout the learning process with a clear, shared understanding of the learning goals, tools to monitor progress, and insight for making adjustments to improve learning.</p> <p>Strategy's Expected Result/Impact: Student performance improves when students take ownership of their learning and have a clear understanding of their learning goals and expectations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Directors of Elementary and Secondary Education, Directors of Curriculum and Elementary Education, Curriculum Coordinators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase teacher and administrator understanding of conceptual and procedural fluency to enhance student achievement in computational thinking and algebraic reasoning to build efficient and flexible mathematical thinkers.</p> <p>Strategy's Expected Result/Impact: Increase in math performance of students in all grade levels on multiple measures.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Directors of Elementary and Secondary Education, Directors of Curriculum and Elementary Education, Elementary and Secondary Math Coordinators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Support teachers with understanding and implementation of the new science standards, practices, and resources.</p> <p>Strategy's Expected Result/Impact: Strong implementation of the new science resource at both elementary and secondary levels. Teachers will also feel comfortable with the resource and the new standards.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Directors of Elementary and Secondary Education, Directors of Curriculum and Elementary Education, Elementary and Secondary Science Coordinators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

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

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

Evaluation Data Sources: TSIA Data, PSAT/SAT Data, OnRamps Data, AP Assessment Data, CTE Certification Data,

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop tracking methods and quarterly communication touchpoints with stakeholders to utilize student CCMR completion data to increase CCMR readiness on every secondary campus.</p> <p>Strategy's Expected Result/Impact: Increase number of students who are ready for College, Career, and/or Military upon graduation.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for College & Career Readiness, Director of CCMR, Director of CTE</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with additional testing opportunities and test preparation resources to increase student achievement on the TSI-Met Indicator.</p> <p>Strategy's Expected Result/Impact: Increase in TSI-Met Indicator</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for College & Career Readiness, Director of CCMR, Director of CTE.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a military honor program for NISD students to celebrate student enlistment or participation in a Military Academy or ROTC.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students who qualify for the military honor program.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for College & Career Readiness, Director of CCMR</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct a needs-assessment for each CTE program to identify barriers to certification attainment in order to increase CTE certifications in all programs of study.</p> <p>Strategy's Expected Result/Impact: Increase in the number of CTE certifications students earn and increase number of students who are ready for College, Career and/or Military after high school.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for College & Career Readiness, Director of CTE</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

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

Evaluation Data Sources: Retention rates
 University-based recruitment opportunities
 Number of student teachers
 Anecdotal teacher data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a strong partnership with universities to increase the number of candidates who choose to student teach with NISD.</p> <p>Strategy's Expected Result/Impact: By increasing the number of student teacher placements within NISD, we are creating a pipeline of future educators who are trained in the skills that NISD values.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Human Resources</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase educator and staff recruitment initiatives through social media campaigns and ads targeted at local residents with education backgrounds.</p> <p>Strategy's Expected Result/Impact: Increased awareness of Northwest ISD and increased number of applicants. Improved awareness of Northwest ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications, Assistant Superintendent for Human Resources</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide continuous support, guidance, and assistance for teachers new to the district through ongoing support from Teacher Support Specialists.</p> <p>Strategy's Expected Result/Impact: Increase the number of staff that want to come to NISD because of the support given to teachers.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director of Teaching and Learning, Director of Curriculum, Director of Technology, Executive Director of Student Services</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Recruit teachers through supportive and creative resources and processes.</p> <p>Strategy's Expected Result/Impact: Increase the number of staff that want to come to NISD because of the support given to teachers. Improved teacher and staff morale and retention.</p> <p>Staff Responsible for Monitoring: Cabinet, Executive Director of Northwest ISD Education Foundation</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

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

Evaluation Data Sources: TASB salary data
 NISD Compensation Plan
 Employee retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to analyze and provide a competitive total compensation package for all employees. Strategy's Expected Result/Impact: Maintaining a competitive total compensation plan provides value to our employees and positively impacts their loyalty to the district. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources, Chief Financial Officer, Cabinet Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide continuous support, guidance, and assistance for teachers in meeting the needs of all students through ongoing support from Instructional Coaches, Behavior Interventionists, and Emergent Bilingual Support Specialists. Strategy's Expected Result/Impact: Increase in teacher retention and student growth academically and behaviorally. Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director of Student Support Services, Executive Director of Teaching and Learning, Director of Curriculum, and Director of Special Education Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase recognition of teachers through the creation of the SHINE Award, featuring two educators recognized each grading period through student nominations. Strategy's Expected Result/Impact: Increased meaningful teacher recognition. Improved teacher morale. Improved culture and public perception through celebrating outstanding educators. Staff Responsible for Monitoring: Executive Director of Communications Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Continue teacher and staff listening sessions at campuses to provide teachers and staff with an outlet to provide actionable feedback.</p> <p>Strategy's Expected Result/Impact: Improved staff morale. Identified areas of needed improvement. Strengthened communication and trust between campus staff and district leadership.</p> <p>Staff Responsible for Monitoring: Cabinet</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

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

Evaluation Data Sources: Teacher retention rates
 Anecdotal teacher data
 Professional development evaluation tools

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance meaningful relationships with teachers and staff by providing opportunities to give feedback after every professional learning opportunity to measure its effectiveness and identify ongoing support and future steps.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention and satisfaction.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Director for Curriculum, Curriculum Coordinators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Support teacher classroom needs through the Northwest ISD Education Foundation resource store and "Neffie" by increasing awareness of foundation programs and activities.</p> <p>Strategy's Expected Result/Impact: Increased staff morale and teacher satisfaction. Improved equity in classrooms.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications, Executive Director of Northwest ISD Education Foundation</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

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

Evaluation Data Sources: Survey, Engagement and Feedback Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase CCMR educational awareness opportunities for 3rd - 5th grade students, parents, elementary campuses, and community stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase awareness of CCMR opportunities at the elementary level so students and parents are well-informed of future opportunities as they move into middle school and then high school.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director of CCR, Director of CTE, Director of CCMR</p> <p>Problem Statements: Student Learning 3 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a Superintendent Student Advisory Council to enhance student engagement and amplify student voice regarding key issues.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and understanding between district leadership. Increased awareness of student perspectives and student concerns. Overall positive increase in student experience.</p> <p>Staff Responsible for Monitoring: Superintendent, Cabinet</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage male authority figure involvement at schools with increased promotion of Watch D.O.G.S. programs.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase involvement of families new to Northwest ISD at school and district activities through increased awareness of engagement opportunities.</p> <p>Strategy's Expected Result/Impact: Improved overall experience of new families. Increased sense of community and belonging among new families. Strengthened communication and understanding among new families.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications, Chief Technology Officer</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

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

Evaluation Data Sources: Survey Data, Emergent Tree Program Review Data, Raa-Wee Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Fully implement a Campus Behavior Support Framework at each school focused on Tier 1 behavior supports for teachers and students, as well as Tier 2 supports at each elementary campus.</p> <p>Strategy's Expected Result/Impact: Aligned behavior support system within campuses and across the district. Decrease in Tier 1 behavior office referrals.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director and Director for Elementary Education, Executive Director for Secondary Education, Executive Director for Student Support Services</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a systematic process for monitoring student attendance, specifically targeting chronic absenteeism, and strategies to support students.</p> <p>Strategy's Expected Result/Impact: Decrease in chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director and Director for Elementary Education, Executive Director for Secondary Education, Truancy Counselors</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Explore, develop, and communicate clear expectations for parent-school interactions, such as a Parental Bill of Rights, Roles and Responsibilities, in an effort to set clear expectations, protect teachers, and foster a collaborative and respectful environment that supports student academic development.</p> <p>Strategy's Expected Result/Impact: Improved parental understanding and parent-teacher relationships. Reduced conflicts and improved parent-school partnerships. Increased teacher morale through reduced stress and unified, supportive school environment.</p> <p>Staff Responsible for Monitoring: Superintendent, Cabinet</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct biennial Family Survey to provide parents and guardians with opportunities for feedback regarding continuous school and district improvement.</p> <p>Strategy's Expected Result/Impact: Identified areas for improvement. Enhanced parent/guardian engagement and trust by providing a platform for feedback.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety


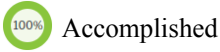
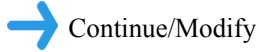

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Evaluation Data Sources: Survey Data, Program Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase a sense of belonging and connection for students by continuing the High School Wellness Ambassador program and by listening to the voices of students through a School Climate and Bullying survey (grades 3-12), and include campus committees to focus on prevention efforts and health and wellness initiatives.</p> <p>Strategy's Expected Result/Impact: Increased student knowledge of mental health through Teen Youth Mental Health First Aid. Student ownership of prevention and wellness initiatives for their peers. Student led programs for middle school students to educate on tobacco/drugs and to discourage the use of substances. Increased sense of belonging at school. Students will appreciate differences among their peers and treat others who are different from them with respect.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director of Student Support Services, Director of Guidance and Counseling</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue training all employees who regularly interact with students in an evidence-based mental health training program, Youth Mental Health First Aid.</p> <p>Strategy's Expected Result/Impact: Increased knowledge regarding the recognition and support of children and youth who experience a mental health or substance use issue that may pose a threat to school safety.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director of Executive of Student Support Services, Director of Guidance and Counseling</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to locate and strengthen partnerships with area entities, especially non-profit and county organizations, and create local opportunities for evening and/or weekend counseling services to support the emotional and physical well-being of students and staff.</p> <p>Strategy's Expected Result/Impact: Increased programs and services for students and/or staff that are free or on a sliding scale. Increased mental health opportunities and services for students that are free or on a sliding scale.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Executive Director of Executive of Student Support Services, Director of Guidance and Counseling</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop ongoing training and support for campus and district administrators on the standard operating procedures to increase safety preparedness and response.</p> <p>Strategy's Expected Result/Impact: Increased familiarity with emergency response protocols and best practices: Administrators will have a thorough understanding of emergency procedures, leading to quicker and more effective responses during actual emergencies.</p> <p>Improved coordination and communication: The exercise will foster better coordination and communication between district leaders, campus administrators, and local emergency responders, reducing confusion and delays in crisis situations.</p> <p>Identification of process gaps and weaknesses: The exercise will reveal any deficiencies with current processes, providing an opportunity to make necessary revisions and strengthen overall safety protocols.</p> <p>Development of a safety culture: Continuous training and reassessment will cultivate a district-wide culture of safety, ensuring that preparedness is a top priority at all levels.</p> <p>Positive community perception: The proactive approach to safety preparedness will enhance the community's trust in the school district's commitment to protecting students and staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Safety & Security, Executive Director of Communications</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor and maintain documentation for TEA's new Sentinel Portal, launched July 24, 2024.</p> <p>Strategy's Expected Result/Impact: Continuous monitoring and updating of documentation will ensure that all information related to the Sentinel Portal is current, accurate, and reflective of the latest features, guidelines, and protocols. Maintaining proper documentation will help the school district adhere to the TEA requirements, ensuring that all actions taken within the Sentinel Portal are in line with state guidelines and regulations.</p> <p>Accurate and clear documentation will lead to more efficient use of the Sentinel Portal, allowing administrators to perform tasks more effectively and reducing the time spent troubleshooting or seeking clarification. Maintaining comprehensive documentation will support the district's compliance with TEA requirements, reducing the risk of penalties or corrective actions due to non-compliance and enhancing overall accountability.</p> <p>Staff Responsible for Monitoring: Executive Director of Safety & Security, with support from C&I</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Addendums

District Improvement Plan Requirements

The detailed strategies of the 2024-2025 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

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

- c. Violence prevention - NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught to report, including how to use the district's anonymous tip line in reporting undesired or suspicious activity: <https://www.p3campus.com/TipForm.aspx?ID=229>

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

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

- d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia receive training in MTA (Multisensory Teaching Approach) with continued job-embedded support throughout the year to provide additional professional learning for teachers.
- e. High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as:
- NISD's online Edgenuity program
 - Board approved correspondence courses (Texas Tech K-12 or UT K-12)
 - Texas Virtual School Network (TXVSN)
 - Credit by exams (Texas Tech K-12 or UT K-12)
 - Summer school

High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons:

- Excessive academic struggles
- Returning from DAEP/probation/parole

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

	<p>with district goals: technologists work on targeted PD as requested by a department or C&I team, timely information regarding suggested digital tools and updates is shared with all staff on a weekly basis, opportunities to attend optional lunch and learn monthly.</p> <ul style="list-style-type: none"> • Co teaching/model teaching with instructional technologist on campus in classrooms. • Partner with campus & district administrations on professional development or training based on immediate goals or strategic planning.
<p>4. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy</p>	<ul style="list-style-type: none"> • NISD staff are required to complete annual trauma-informed care & grief training <p>See Addendum - Northwest ISD Board Policy BQ, DMA, and FFBA.</p>
<p>5. Staff development for professional staff of the district [TEC 11.252(3)(F)]</p>	<ul style="list-style-type: none"> • Create the Welcome Home to NISD conference for all new to NISD teachers. This allows us to provide differing pathways to new to NISD teachers depending on experience. • Provide ESL Supplement Test Prep support for teachers to be successful taking the ESL Certification test. • Provide New Teacher Academy during the school year to provide new teachers with ongoing job-embedded support throughout the year. • Teacher Support Specialists are meeting with new teachers to offer support and guidance throughout the school year. • Provide District PLCs and curriculum previews throughout the school year to support teachers with upcoming curricular units.
<p>6. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Cross train all STEM Science and Math content teachers in PLTW core training. • Ensure all Math and Science CTE teachers have completed TEA Math & Science + CTE Integration Courses. • Ensure all CTE educators have access to industry-standard, relevant and ongoing professional development opportunities and training. • All students grades 8-12 will have completed a career interest survey. • All 8th grade students will complete professional communications or AVID and receive career education and research

	<p>support in these courses.</p> <ul style="list-style-type: none"> ● All district communication concerning programs of studies is made available to the public. ● All programs of studies are aligned to postsecondary opportunities and workforce expectations. ● All students in grades 9-12 have access to Career and Technical education. ● Students are provided opportunities to earn dual credit in CTE programs of study. ● All students in grades 8-12 will have access to career education resources through Naviance that includes educational requirements, salary, connected careers, and career-related activities.
<p>7. Accelerated education [TEC 11.252(c)(3)(H)]; and a. Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)] and [TEC 33.005]</p>	<p>Accelerated education -</p> <ul style="list-style-type: none"> ● At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. ● Support for students accelerating across school levels (i.e., elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.
<p>8. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]</p>	<ul style="list-style-type: none"> ● The Board adopted the TASB Model for SCOC. ● Staff training is provided for Behavior Response to Intervention, including the development of a campus Behavior Support System at each campus. ● Board Policies and the SCOC guide staff on responses to inappropriate student conduct. ● Discipline responses to student conduct are consistent with state and federal law and the SCOC. ● Transition plans are put in place for students returning from dr or JJAEP. ● Counselors and the Title IX Coordinator support staff and students as needed.

<p>9. Dating violence [TEC 37.0831]</p>	<p>The Title IX Coordinator supports students involved in dating violence. NISD staff are trained in recognizing and responding to dating violence:</p> <ul style="list-style-type: none"> ● Statistics and information ● NISD local policy, harassment ● Definition and examples ● Reporting procedures ● Safety planning <p>NISD students (parent opt-in required) are trained in recognizing and responding to dating violence:</p> <ul style="list-style-type: none"> ● Healthy relationships vs. unhealthy relationships ● Examples of abuse ● Requesting help <p>NISD administrators utilize supportive measures, a stay-away agreement, and disciplinary consequences for students, when necessary.</p>
<p>10. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student, and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]</p>	<ul style="list-style-type: none"> ● NISD provides training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: <ul style="list-style-type: none"> - Factors indicating a child is at risk for sexual abuse or other maltreatment - Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment - Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional - Techniques for reducing a child's risk of sexual abuse or other maltreatment - Community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open- enrollment charter school staff members, students, and parents ● NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish. ● NISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body. (Requires parent opt-in now.) ● Elementary parents receive a letter regarding the P.S. It's My Body Program

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

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

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

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

**Open Meetings Act
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

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

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

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

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

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

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

19 TAC 61.1(k), (l)

Verification

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

Reporting

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

Local District
Orientation

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

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

The orientation shall:

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

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

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

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

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

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

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

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

The orientation shall:

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

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

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

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

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

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

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

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

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

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

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

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

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

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

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

The continuing education shall be completed annually.

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

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

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

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

*Subsequent
Years*

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

Board President

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

19 TAC 61.1(b)(5)

Evaluating Student
Academic
Performance

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

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

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

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

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

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

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

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

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

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

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

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

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

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

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

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

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

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

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

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

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

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

A district shall maintain verification of completion for each trustee.

19 TAC 61.3

Training Provider

*Registered
Provider*

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

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

19 TAC 61.1(c)

*Authorized
Provider*

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

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

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

19 TAC 61.1(d)

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

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

Team Building

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

Identifying and Reporting Abuse

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

**Planning and
Decision-Making
Process**

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

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

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

**Administrative
Procedure**

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

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

Education Code 11.251(d)

**Federal
Requirements**

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

Required Plans

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

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b) [See FOCA]

District
Improvement Plan

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

*Availability to
TEA*

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

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

*Required
Provisions*

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Evidence-based practices that address the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
 - f. Staff development for professional staff of a district.

- g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
 - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
- a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
 - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - c. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law
Enforcement
Duties

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

Discipline
Management

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

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. <i>Education Code 37.0831</i> [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. <i>Education Code 37.0832(d)(2)</i> [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	<p>Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. <i>Education Code 11.253(c)</i></p> <p>Each campus improvement plan must:</p> <ol style="list-style-type: none">1. Assess the academic achievement for each student in the school using the achievement indicator system.2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.3. Identify how the campus goals will be met for each student.4. Determine the resources needed to implement the plan.5. Identify staff needed to implement the plan.6. Set timelines for reaching the goals.7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.8. Include goals and methods for violence prevention and intervention on campus.9. Provide for a program to encourage parental involvement at the campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

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

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

Jurisdiction

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

Education Code 37.081(a)

Duties

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

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

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

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

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

Prohibited Duties

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

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

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

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

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

Refusal or Removal
from District
Property

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

Weapons

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

Training

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

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

Education Code 37.0812

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

**Immunity from
Liability**

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

"Security personnel" includes:

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

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

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

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

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

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

Education Code 37.087

**Notice of Exposure
to Communicable
Disease**

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

**Authorized
Handguns**

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

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

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

Powers and Duties

Code of Criminal
Procedure

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

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

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

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

Determined by the
Board

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

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

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

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

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

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

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

Education Code 37.081(c), (e)

Chief of Police

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

Oath and Bond

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

**Preemployment
Procedures and
Reporting
Requirements**

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

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

Confirmation Form

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

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

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

Exception

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

Duty to Provide Information

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

Occupations Code 1701.451

Separation Report

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

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

37 TAC 217.7(b)

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

Memorandum of Understanding

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

Use of Force/Duty to Render Aid

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

Drones

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

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

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

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

Code of Criminal Procedure 2.33

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

Body-Worn Cameras

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

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

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

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

Occupations Code 1701.655, .656

Motor Vehicle Stops

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

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

Code of Criminal Procedure 2.133

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

Civil Penalty

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

Racial Profiling

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

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

**Mental Health Crisis
or Substance Abuse
Issue**

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

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

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

Code of Criminal Procedure 16.23

Administration of Epinephrine

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

Officer-Involved Injury or Death

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

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

Code of Criminal Procedure 2.139

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

Failure to Report

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

Complaints Against Peace Officers

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

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

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

[See DGBA, FNG, and GF for appeals]

**Legal
Representation**

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

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

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

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

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

Board Authority

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

Definition

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

Eligibility

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

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

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

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

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

TCOLE shall license an eligible person who:

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

Occupations Code 1701.260(f)

Reimbursement for
Training

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

**District
Responsibilities**

A district shall:

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

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

37 TAC 227.1

Powers and Duties

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

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

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

Code of Criminal Procedure 2.127

**Reporting
Requirements**

Once appointed, a school marshal shall:

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

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

37 TAC 227.3(b)

Handgun Possession

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

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

Accessing Handgun

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

Board Regulations

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

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

Inactive Status

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

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

Education Code 37.0811(c)-(f)

Identity Confidential

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

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

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

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

No State Benefits

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

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

Definition

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

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

Occupations Code 1701.601

License Required

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

**Firearms Accident
Prevention Program**

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

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

Occupations Code 1701.603

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

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

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

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

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

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

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

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

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

Education Code 21.4515(a), (b)

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

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

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

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

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

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

Optional Training

Staff development may include training in:

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

Technology and digital learning training must:

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

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

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

Required Training

Staff development must include training on:

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

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

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

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

*Instruction of
Students with
Disabilities*

Definition

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

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

Education Code 21.001(4)

Requirements

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

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

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)–(f)

*Suicide
Prevention*

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

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

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

Education Code 38.351(e), (g), (h); 19 TAC 153.1013

Staff Development
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

**Child Abuse,
Trafficking, and
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of

sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

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

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

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

Trauma-Informed Care

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

Student Discipline

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

remove a disruptive student under Education Code 37.002(b) [see FOA].

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

Education Code 37.0181

**Test Administration
Training**

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

**Cybersecurity
Training**

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

**Special Programs
Training**

Teacher Literacy
Achievement
Academies
(Reading
Academies)

A district shall ensure that:

1. Not later than the 2022–23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022–23 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards.]

Gifted and Talented
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the

program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English
Language
Proficiency
Assessment
System Training

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

**Automated External
Defibrillators**

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

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

1. Participate in the instruction; and

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

Education Code 22.902

**Extracurricular
Activity Safety
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

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

The safety training program must include:

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

Education Code 33.202(b), (c); 19 TAC 76.1003

Records

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

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

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

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

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

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

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

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

Education Code 38.158

**Seizure Recognition
and Related First Aid**

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

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

Education Code 38.033(a), (b)

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

**Trauma-Informed
Care Policy**

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

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
 - a. Increasing staff and parent awareness of trauma-informed care; and
 - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

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

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

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

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

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

Education Code 38.036(c)–(d), (f)

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

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

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

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

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

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect

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

Other Maltreatment

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

Trafficking of a Child

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

19 TAC 61.1051(a)

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on
Reporting**

Psychotropic Drugs
and Psychological
Testing

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

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

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

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

Contents of Report

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

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

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

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

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

Family Code 261.001(5)

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

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Confidentiality of
Report**

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)–(a)(1)*

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

**Immunity from
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

**SBEC Disciplinary
Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

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

Investigations

Reports to District

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

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the

	abuse or neglect. The report shall be edited to protect the identity of the person who made the report. <i>Family Code 261.406(b)</i>
Interview of Student	The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. <i>Family Code 261.302(b)</i> [See GRA]
Interference with Investigation	A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. <i>Family Code 261.303(a)</i>
Confidentiality	A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. <i>Human Resources Code 42.004</i>
Reporting Policy	<p>A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. <i>19 TAC 61.1051(b)</i></p> <p>The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. <i>19 TAC 61.1051(b)(1)</i></p> <p>The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]</p> <p>The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:</p> <ol style="list-style-type: none">1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:<ol style="list-style-type: none">a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and

- b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

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

The policies must:

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

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

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

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

Required Poster

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

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

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

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

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

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

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)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>

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]

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

Internet Posting

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

Education Code 37.0832

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

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

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

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