

Cypress-Fairbanks Independent School District

District Improvement Plan

2023-2024



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Through timely and meaningful consultation with various stakeholders and after conducting a comprehensive needs assessment...in order for students to meet challenging state academic standards...overall areas of need include (but are not limited to):

- Close the achievement gap between all student groups especially those created by the COVID-19 pandemic.
- Work toward meeting state and federal STAAR performance targets.
- Provide professional development to teachers and administrators to meet the needs of a diverse student population.
- Focus on meeting the needs of economically disadvantaged students and students at-risk of dropping out of school.
- Continue to increase the graduation rate and prepare students for life after high school (college/career/military readiness).

These needs apply to all state and federal funding requirements. The district prioritizes underrepresented students and consults with key stakeholders to develop strategies that address the areas of need. These strategies are denoted in the "Goals" section of the DIP and they are evaluated three times a year.

Additional areas of need include:

- **Primary:**
 - Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
 - Grow teacher's capacity in teaching Structured Literacy (explicit phonics)
 - Grow teacher's capacity in teaching small reading groups based on reading skills and using MAP and mCLASS data
 - Grow teacher's capacity in implementing new ELAR curriculum (HMH)
 -
- **Elementary Reading/English Language Arts:**
 - Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
 - Continue to grow teacher's capacity in teaching word-study (phonics, phonemic awareness (2nd, 3-5 Intervention, and vocabulary)
 - Continue to grow teacher's capacity in teaching grammar and mechanics (POP), revising pieces of writing, and students responding to text with evidence
- **Secondary Reading:**
 - Increase opportunities for writing about reading in reading elective classes
 - Grow pedagogical expertise of new teachers (either new-to teaching or new-to CFISD)
 - Prepare for impacts of the science of teaching reading on assessment and instruction.\
 -
- **Elementary Science:**
 - Continue to provide opportunities for students to practice new item test types in online assessments
 - Continue to provide 5E Content Specific Trainings for each unit for grades 2-5 to increase teacher content knowledge and quality of first instruction.
 - Provide opportunities to unpack new Science TEKS that will be implemented in the 2024-2025 school year.
 - Provide training on 3D Learning to prepare teachers for changes in instruction that the new Science TEKS will bring

- Create teacher teams to provide feedback on common curriculum lessons and resources
-
- **Secondary English Language Arts:**
 - 2 campuses showed decrease at Approaches, Meets, Masters for first time testers in STAAR English I EOC
 - 6 campuses and district average showed decrease at Approaches, Meets, Masters for first time testers in STAAR English II EOC
 - Continue to grow teacher capacity/content knowledge with teachers in grades 6-12
 - Grow expertise in the new STAAR item types and testing platform
 - Provide writing calibration training for STAAR/EOC based on state released student images
 - Increase Meets and Masters level performance on STAAR for Grades 6-8
 - Increase opportunities for writing about reading and speaking and listening for Grades 6-8
 - Decrease the number of score point zeroes on extended constructed responses.
 - Continue to support campuses with the transition from paper to online assessments
 - Embed Science of Teaching Reading components where appropriate in grades 6-12.
- **Elementary Math:**
 - 21 campuses for 3rd grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - 25 campuses for 4th grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - 16 campuses for 5th grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - 11 campuses for 6th grade showed either no growth or a decline in growth when compared to the 22 to 23 math STAAR
 - Continue to grow teacher capacity/content knowledge with teachers in grades 2-6
 - Support campuses with the transition from paper to online assessments. Quality first instruction should still be concrete.
 - Grow expertise in the new STAAR item types and testing platform
 - Continue to support teachers in utilizing math manipulatives in the classroom for grades 2-6.
- **Secondary Math:**
 - 14 middle school campuses for 7th grade showed either no growth or a decline in growth for the “All” student group when compared to the 2022 math STAAR results
 - 14 middle school campuses for 7th grade showed either no growth or a decline in growth for the “Eco. Dis.” student group when compared to the 2022 math STAAR results
 - 12 middle school campuses for 8th grade showed either no growth or a decline in growth for the “All” student group when compared to the 2022 math STAAR results
 - 9 middle school campuses for 8th grade showed either no growth or a decline in growth for the “Eco. Dis.” student group when compared to the 2022 math STAAR results
 - 9 middle school campuses for Algebra I showed either no growth or a decline in growth in the “Meets” category for the “All” student group when compared to the 2022 math STAAR results
 - 15 middle school campuses for Algebra I showed either no growth or a decline in growth in the “Masters” category for the “All” student group when compared to the 2022 math STAAR results
 - 6 high school campuses showed either no growth or a decline in growth for the “All” student group when compared to the 2022 math STAAR results for first-time testers
 - Continue to grow teacher capacity/content knowledge with teachers in grades 7-8 and Algebra I through professional development trainings
 - Continue to support teachers through professional development offerings and providing resources to support growth in the “Meets” and “Masters” categories for grades 7 & 8 and Algebra I
 - Support campuses with the transition from paper to online assessments. Quality first instruction should still be concrete and will be supported by our campus coaches
 - Grow expertise in the new STAAR item types and testing platform by incorporating the new types into all middle school math and Algebra I unit tests
 - Grow expertise in the use of online graphing technology to support multiple representations of the abstract concepts in mathematics
- **Secondary Science:**
 - Increase middle school participation at the district science olympiad event and/or in a science extracurricular (e.g., You Be the Chemist)
 - Overall, a downward slide in Masters on STAAR/EOC scores
 - Purposeful differentiation of K and L level courses to incorporate more rigor

- Increase teacher participation at district provided professional development
- **Secondary Social Studies:**
 - Three Middle School campuses showed no growth and ten campuses showed a decline in Approaches for “All” in 8th grade STAAR when compared to 2022 8th grade STAAR results
 - Thirteen Middle school campuses showed decline in growth for the “ED” student group in Approaches in 8th Grade U.S. History STAAR when compared with 2022 8th Grade STAAR results
 - Eight High Schools declined in Meets category for “All” in 11th Grade U.S. History EOC and seven campuses declined in the Meets category for ED when compared to 2022 11th grade EOC results
 - All High School campuses declined in Masters category for 11th grade U.S. History EOC from 2022 EOC results
 - Continue to build Academic vocabulary capacity for Economically Disadvantaged students
 - Continue to demonstrate Reading Comprehension strategies and how to build stamina in students
 - Continue to provide PD on small group instruction to assist with closing learning gaps and increase academic achievement
 -
- **Career and Technical Education:**
 - Continue to support teachers who are facilitating certifications, providing certification content training along with strategies to increase student participation and success.
 - Continue to market the importance and value of students taking advantage of all that CFISD CTE courses have to offer, such as certifications and work-study opportunities.
 - Continue to find ways to attract and keep CTE teachers in the classroom, especially in fields with non-teaching occupations that are paying very well in our current economy. On a related note—continue to find ways to support long term substitutes who are filling the vacancies.
 - Gifted and Talented:
 - Continue to provide additional professional development opportunities for district staff on identification and assessment of students and differentiation of instruction.
 - Continue to provide content strategies to meet the needs of student K – 12 students to meet increased HORIZONS placement.
 - Continue to increase participation of students in underrepresented populations.
 - Continue to provide content strategies for students enrolled in AP and Dual Credit courses.
- **Educational Support Services:**
 - Build teacher and administrator capacity to work with the varied needs of Emergent Bilingual students and students identified with disabilities.
 - Work with student services and campuses to address in-school and out-of-school suspension for students with significant dis-proportionality.
 - Support the emotional, behavioral, and academic needs of students.
 - Improve state assessment scores for students identified with disabilities and Emergent Bilingual students.

Student Achievement Strengths

Strengths include the following:

- **Primary:**
 - Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
 - Completed Reading Academy and added research from the science of teaching reading into Kindergarten and Curriculum
 - Professional Development Opportunity: Closing The Gap/Teacher Academy- Focus on Literacy aligned to Science of Teaching Reading and new curriculum (HMH) and Hands on Math/ Science activities
 - Professional Development Opportunity: Focusing on Small Group Instruction and HMH alignment
 - Professional Development Opportunity: Implemented the creation of overview curriculum conversation videos for teachers to guide with the implementation of new ELAR curriculum.
 - Implemented a successful summer school curriculum for Camp Summit Kindergarten and First Grade focused on Science of Reading alignment utilizing decodable books in small groups and explicit Phonics instruction.
 - Implemented a successful summer school curriculum for Camp Summit Kindergarten and First Grade focused on implementing STEM activities in the Enrichment part of the day.

- **Elementary Reading/English Language Arts:**

- Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
- Completed Reading Academy and added research from the science of teaching reading into 2nd-5th Curriculum
- Professional Development Opportunity: Extended Constructed Response Training with Scoring Guides from TEA, Foundational Time: Now What, Revising Training, Writing in Small Groups, Reading Small Groups, STAAR Super Saturday: Planning a Successful Review, and Curriculum Conversations for Every Module
- Growth in STAAR passing rates at all grade levels in all three standards
- Laid the foundation for new STAAR items and contents (writing about reading and digital reading)

- **Secondary Reading:**

- Increase in number of students passing on STAAR for students dually enrolled in a reading elective and RLA classroom.
- Created opportunities for new teachers, New Teacher Literacy Academy and New Teacher Orientation, and two Closing the Gap PDs.
- Began developing expertise with new STAAR items

- **Elementary Science:**

- Closing the Gap activities included for each science unit
- Summer Science Seminar provides adult level content knowledge training in Earth, Life and Physical Science (75 teachers attended the 3-day Seminar)
- Restructured Nature Trails lessons to align with Organisms and Environments TEKS
- All district science assessments for grades 3-6 were taken in Performance Matters while utilizing similar new STAAR question types
- Provided multiple opportunities for science content PD throughout the 22-23 school year for math teachers in grades 2-6.

- **Secondary English Language Arts:**

- Outperformed the regional and state average in gr. 6-8 STAAR RLA on constructed response items.
- Outperformed region and state average in STAAR EOC English I and II on constructed response items.
- Grade 7 STAAR RLA for SPED students, 8 out of 19 MS campuses showed growth at Meets level
- Grade 8 STAAR RLA for Emergent Bilingual students, 8 out of 19 campuses showed growth at Meets level, and 3 out of 19 showed growth at Masters
- Provided curriculum for summer school to review and preview grade level standards.
- Provided professional development for ELA teachers and teacher leaders to build teacher capacity in content and providing high quality first time instruction.
- Increased at Approaches and Meets level in STAAR EOC English I for 7 out of 12 high schools.
- Provided ongoing training for new STAAR/EOC item types and content (grammar, writing about reading, and digital test environment)
- Implemented district coaching support for AP English Language and AP English Literature teachers to increase student retention and AP score performance.

- **Elementary Math:**

- Provided multiple opportunities for math content PD throughout the 22-23 school year for math teachers in grades 2-6.
- All district math assessments for grades 3-6 were taken in Performance Matters while utilizing similar new STAAR question types
- Created Closing the Gap activities for each math unit for grades 2-6. Printed, cut out material, and sent to campuses throughout the year for each unit.
- Growth in the Math STAAR approaches category as a district for all grades 3-6 for “all”.
- Growth in the Math STAAR meets category as a district for all grades 3-6 for “all”.
- Growth in the Math STAAR masters category as a district for grades 4 and 6 for “all”.
- Growth in the Math STAAR passing rate as a district for grades 3-6 in the “eco dis” and “SPED” populations.
- Implemented a successful summer school curriculum for grades 3-5 focused on computation skills.

- Implemented a successful summer school curriculum for grade 6
-
- **Secondary Math:**
 - Growth in the Math STAAR “Approaches”, “Meets”, and “Masters” category as a district for grade 8 for the “All” student group
 - Growth in the Math STAAR Approaches”, “Meets”, and “Masters” category as a district for grade 8 for the “Eco. Dis.” and the “SPED” student groups
 - Algebra I EOC passing rate for MS Algebra I students was 100%
 - Provided multiple opportunities for math content PD throughout the 22-23 school year for math teachers in grades 7 & 8 and Algebra I
 - Provided STAAR resource training and materials for any teacher teaching math in grades 7 & 8 and Algebra I
 - Provided district-wide data digs for all 3 DPMS and Benchmark for grade 7, grade 8 (382), and middle school Algebra I (381)
 - Integrated new STAAR question formats into all unit tests and materials for grades 7& 8 and Algebra I
 - Administered all district math assessments for grades 7-8 and Algebra I were taken in Performance Matters while utilizing similar new STAAR question types
 - Successfully implemented a summer school curriculum for students in grade 7
 - Successfully implemented Algebra Camp in summer school for students in grade 8
- **Secondary Science:**
 - 100% of high school campuses run a Science Olympiad program
 - Administered all district science assessments for grades 7-8 and Biology in Performance Matters while utilizing similar new STAAR question types
 - Implementation of professional development opportunities that incorporate various learning modalities supporting high quality first time instruction and deeper student understanding
 - Support science campus leaders through professional development opportunities as well as campus visits geared toward their personal growth
 - Provided Vernier Probeware and labs to support 40% labs
 - Continued to support an instructional framework that provided teachers with a systematic means to ensure that both teacher and student clarity is present in the science classroom through the “Clarity for Learning” playbook
 - Partnership with Cy-Fair Fire Department to lead hands on fire safety training with science teachers
- **Secondary Social Studies:**
 - Growth in Social Studies 8th grade STAAR Meets category including growth in Meets category for ED from 2022 STAAR results
 - History EOC
 - Growth in 11th grade U.S. History EOC in Approaches category for “All: including growth in ED Approaches category from 2022 EOC results
 - Created activities that addressed multiple learning styles to assist with closing the learning gaps
 - Provided professional development to address skills needed for new STAAR item types
 - Embedded examples of new STAAR item types in activities for all content areas
 - Integrated selected new STAAR type questions into district assessments
 - Created new STAAR resource activities for 8th grade and 11th grade U.S. History
- **Career and Technical Education:**
 - 12,146 industry certifications earned by students districtwide in 2022-23, an increase of 2846 (23%) from 2021-2022
 - Added Educational Aide I certification, giving the opportunity for students in our education-related programs of study to earn the certification needed for them to be hired as a para. These are the same students that also receive a letter from our HR department that acts as an I.O.U. for an interview to teach with us once they complete that college coursework.
 - Supported secondary academic summer programs by providing hands-on CTE activities to both apply learning and encourage attendance.
- **Gifted and Talented:**
 - Offered district-wide identification to all 7278 kinder students in the district.

- 100% of campuses had an active HORIZONS program
- The GT Staff Development Cadre continued to offer courses to provide training and build capacity in classroom teachers with professional development opportunities offered throughout the year.
- The district continued to offer professional development opportunities for the GT Staff Development cadre through attendance at TAGT conference.
- The district offered gifted and talented students opportunities for enrichment and exhibition of advanced level products through Da Vinci Day and HORIZONS Showcase.

- **Educational Support Services:**

- Communicated, collaborated and problem solved with campuses and departments to better support students in the areas of special education, mental health, dyslexia, and language acquisition.
- Provided professional development through instructional coaching and training by district personnel to all staff.
- Continued working with new special education and bilingual teachers to build their content knowledge.
- Provided staff development to special education paraprofessionals during teacher workdays.
- Collaborated with the Human Resources department to increase the hiring and retention of bilingual and special education staff.
- Created Safe and Supportive Schools Program Committee to facilitate collaboration among district leadership.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All campuses in CFISD did not meet all campus performance objective targets in 2021-22 and additional learning gaps have occurred due to the COVID-19 pandemic. **Root Cause:** The need to deepen the understanding of and address specific academic needs of all student groups.

Problem Statement 2: Consolidated Grant Application: English Learners across the district are under-performing in comparison to other student groups. **Root Cause:** Consolidated Grant Application: We need to deepen support for data analysis and data-driven instruction. We also need to strengthen the connection between staff development and data.

District Culture and Climate

District Culture and Climate Summary

Areas of need include:

Student Services:

Admissions

- Work with campuses to create internal audit points and self-checks to ensure that the attendance and demographic data reported to PEIMS is always accurate.
- Work with the campuses below 95% attendance rate to create core attendance teams to focus on attendance strategies for families.
- Increase the rate of attendance at each campus through a district wide initiative to redevelop strong patterns of attendance.
- Decrease the dropout rate for each campus and as a district, especially within the homeless population.
- Provide on-going training modules for registrars, attendance secretaries and administrators who support registration, dropout recovery and attendance.
- Use our team structure to strengthen the training and support to our CFISD campuses, especially as it relates to coaching for attendance and dropout prevention/recovery.
- Provide training for parents on campuses with less than 95% attendance rates.
- Continue training CFISD staff in identifying/coding and providing services for families who are experiencing homelessness and students in foster care.

Discipline

- Partner with campuses to calibrate PBIS implementation through use of the Tiered Fidelity Inventory and PBIS professional development offerings.
- Expand Well-Managed Schools participation in an effort to provide classroom staff additional tools and skills necessary to improve classroom management, decrease student misbehaviors, and increase student opportunities to receive direct instruction.
- Support Life Space Crisis Intervention training and implementation with participating staff.
- Provide focused training on de-escalating and diffusing challenging situations that traditionally lead to student removals.
- Continue to provide online and virtual training opportunities to meet staff behavior management needs.
- Lead targeted behavior training for the district's behavior coaches.

District Culture and Climate Strengths

Areas of strength include the following:

Student Services:

Admissions

- The district dropout rate continued to be lower than the rates reported for the State of Texas, Region IV and other large districts.
- The Families in Transition (FIT) Team received and reviewed 2,030 Student Residency Questionnaires (SRQ) in 2022-23, which is the instrument that most agencies use to help identify students that may be experiencing homelessness
 - The extended FIT Team along with campus personnel provided support to more than 1,550 students during the 2022-23 school year.
 - The FIT Team partnered with several departments and community sponsors to reboot TAP Spring Break Adventure Camp for 2023. This year, more than 30 students who were identified as experiencing homelessness engaged in two days of STEAM-based field trips.
 - FIT also partners with the Region IV Education Service Center to have a small number of high school students attend an inaugural College and Career Day Event. This is a special offering that was designed specifically for McKinney-Vento eligible students to explore college and career options at Blinn College and Texas

A&M University.

- The district focused on training registrars, counselors and administrators on identifying and supporting students in foster care.
 - 246 students were identified and served last year
 - Additional training and processes were created to ensure that the district is meeting the expectations outlined in the Foster Care & Student Success Guide.
- In reviewing the latest Texas Academic Performance Report (TAPR), CFISD reported 94.8% is near the rate that was reported for the State of Texas.

Discipline

- Provided tailored, research-based, behavioral professional development that included 197 trainings for over 9,426 educators.
- 579 staff were trained from 3 middle schools—Anthony MS, Bleyl MS, and Campbell MS— in Well Managed Schools and piloted implementation.
- Offered virtual professional development opportunities throughout the school year including Behavior Summits and Teacher Toolkit Trainings.
 - The fall and spring Behavioral Summits were Saturday online, live trainings that allowed participants to participate in five one-hour sessions with topics designed to enhance their classroom management skills.
 - The Teacher Toolkits were continuously provided as concise, one-hour weekly session facilitated after school hours and made available for all district staff to attend.
- Implemented PBIS at 95% of CFISD comprehensive campuses—56 elementary schools, 19 middle schools, and 9 high schools. Professional development refreshers were also offered to campuses already trained in PBIS to help campuses keep abreast of best practices.
 - Conducted on-site observations to complete the PBIS Tiered Fidelity Inventory to gauge the fidelity of campuses' implementation with targeted feedback provided to deepen their professional practice.

Parent and Community Engagement

Parent and Community Engagement Summary

Title I Parent and Family Engagement Summary

Areas of need include: Ensure that ALL parents feel well informed about how to help their child with their educational needs and are well informed of their parental rights. All parents need to be provided opportunities to participate and learn about the CNA and CIP processes as well as share their opinions and have opportunities to actively participate in their child's education. How are we going to do this? Provide assistance, support and supplemental resources to assist schools in implementing effective family and community engagement activities. Support ongoing consultation with all stakeholders regarding data review, campus needs and campus improvement planning.

Parent and Community Engagement Strengths

Title I Parent and Family Engagement Strengths








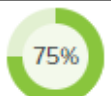

Strengths include the following: The CFISD Title I Department ensures that all compliance requirements are met including parent and family engagement activities. CFISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches residing in school attendance zones. Funds are used schoolwide with a focus on struggling learners and well rounded education. Numerous opportunities to build parent capacity are available to parents and community members at the campus level. The campus's broad approach to student and family outreach includes active, useful and frequent communication with teachers and key stakeholder groups. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand. How are we going to continue this? Survey campuses and parents about what their priorities are related to PAFE (Parent and Family Engagement), explore ideas from other districts and attend PAFE professional development opportunities suggested by TEA.











Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Increase the number of campuses with an overall 80 or higher scaled score in the state accountability system. (Board Monitoring System, Goal 1, Objective 1)

Evaluation Data Sources: Accountability Reports from the Texas Education Agency













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MONITOR SCHOOLS: Implement the Monitored Schools process.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of School Improvement and Transformation / Campus Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CURRICULUM & INSTRUCTION: Work with campuses to enhance teacher efficacy through professional development and coaching support.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: All Coordinators and Curriculum Directors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CURRICULUM & INSTRUCTION: Work with campuses to increase passing and promotion rates. Provide teachers with resources and support to differentiate and accelerate instruction for students as appropriate.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: All Coordinators and Curriculum Directors</p>	Formative		
	Nov	Feb	May
			


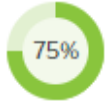


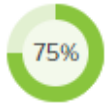


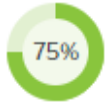


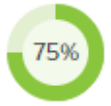


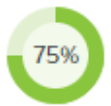

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SPECIAL EDUCATION: : Improve and continue collaboration with general education coordinators and coaches to support implementation of curriculum accommodations.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: EMERGENT BILINGUAL: Continue collaboration with general education coordinators and coaches to provide instructional coaching on ELPS implementation and linguistic accommodations.</p> <p>Strategy's Expected Result/Impact: Increase the number of campuses with an overall 80 or higher by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
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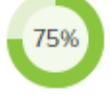

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.


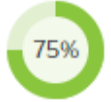


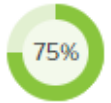


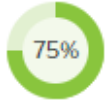







Performance Objective 2: Increase overall Approaches, Meets, and Masters performance levels on STAAR 3-8 and End-of-Course (EOC) exams. (Note: The strategies listed below will work to meet the needs of all students including those identified students who may be at-risk for academic failure.) (Board Monitoring System, Goal 1, Objective 2)


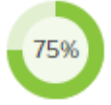





Evaluation Data Sources: Accountability reports from the Texas Education Agency with data disaggregated by student groups.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY READING/ELA: District 2nd-5th ELAR coaches will provide "Curriculum Conversations" for each Module that identifies and explains the focus TEKS, lessons, resources, and performance outcomes for each Module</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELEMENTARY READING/ELA: The District 2nd-5th ELAR Curriculum Department will provide professional development in the areas of Revising, STAAR Redesign with emphasis on the ECR, Writing in Small Groups, Small Group Reading Instruction with Decodable Text, Reading Small Groups for Older Striving Readers, and Foundational Skills to support campus teachers, literacy specialists, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SECONDARY READING/ELA: Provide campus support for teachers, campus instructional specialists, and ELAR teacher leaders.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator and Secondary Reading Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SECONDARY READING/ELA: Implement professional development focusing on Secondary Reading or Secondary English/ Language Arts TEKS and content knowledge for grades 6-12. with a focus on writing about reading, constructed responses, and listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator and Secondary Reading Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SECONDARY READING/ELA: The HS ELAR Curriculum Team will provide curriculum resources and professional development to build teacher capacity in addressing the needs of advanced learners who are identified as economically disadvantaged.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year. Increase participation and performance rates for AP English Lang and AP English Lit from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: ELEMENTARY MATH: Implement professional development focusing on math TEKS and content knowledge for grades 2-5.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: ELEMENTARY MATH: Provide campus support for teachers, interventionists, and instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: SECONDARY MATH : Implement professional development focusing on math TEKS and content knowledge for grades 6-12. Providing campus support for teachers, interventionists, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator Secondary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: ELEMENTARY SCIENCE: Provide Professional Learning opportunities for each unit of study to build teacher content knowledge, upack TEKS and increase the quality of first instruction.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: ELEMENTARY SCIENCE: Provide opportunities in the curriculum for teachers to review previously taught concepts and work in small groups with students throughout the year. Provide Professional Learning sessions once a 9 weeks to support teachers in planning opportunities to review the previous 9 weeks concepts.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: SECONDARY SCIENCE: Facilitate ongoing and sustained professional development focusing on science TEKS and content knowledge for grades 7-12. Provide campus coaching support for teachers, team leaders, and campus content instructional specialists instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Science Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: SECONDARY SOCIAL STUDIES: Implement professional development focusing on Social Studies TEKS and content knowledge for grades 6-12. Provide campus support for teachers and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Social Studies Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: GIFTED AND TALENTED: Provide opportunities for gifted and talented students to accelerate in areas of strength through participation in events (including but not limited to) HORIZONS Showcase, Destination Imagination, Da Vinci Day, and district, campus, and community showcases.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program. In grades K-5, students will participate in CATCH. Students receiving physical education credit in grades 3-12 participate in the FITNESSGRAM fitness assessment.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Elementary & Secondary Health/PE Coordinator Director of Health Services</p>	Formative		
	Nov	Feb	May
			













Strategy 15 Details	Formative Reviews		
<p>Strategy 15: TRANSITION SERVICES: The district will support pre-kindergarten students in their transition to kindergarten by implementing full day Pre-K.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: TRANSITION SERVICES: The district will support students transitioning from 5th grade to 6th grade through curricular alignment and timely middle school information to 5th grade families.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Middle School Curriculum & Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: TRANSITION SERVICES: The district will support students transitioning from 8th to 9th grade through curricular alignment and by offering Algebra Camp</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of High School Curriculum & Instruction Secondary Math Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: TRANSITION SERVICES: The district will support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and expansion of College Academy.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Advanced Academics High School Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: SPECIAL EDUCATION: Staff will monitor and analyze assessment results to identify targeted skill areas for improvement and provide appropriate instructional interventions specific to the student.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			


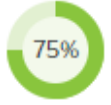





Strategy 20 Details	Formative Reviews		
<p>Strategy 20: EMERGENT BILINGUALS and SPECIAL EDUCATION: Provide instructional coaching to targeted teachers of emergent bilingual students and teachers of students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations Director of Special Education</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Increase College, Career, and Military Readiness (CCMR) (Board Monitoring System, Goal 1, Objective 3)

Evaluation Data Sources: Texas Academic Performance Report (TAPR) from the Texas Education Agency with data disaggregated by student groups and CCMR indicator.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CAREER AND TECHNICAL EDUCATION: The district will provide data supports, allowing campuses to identify and support students who have not met any CCMR indicators, but who are sitting in a CTE course that facilitates a certification that will satisfy CCMR.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ADVANCED ACADEMICS: The district will provide an opportunity for students to have access to high-quality pathways to career and college through completion of the associate degree in high school.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ADVANCED ACADEMICS: The district will provide an opportunity for students to access courses of advanced rigor which may earn college level credit through enrollment in Dual Credit or Advanced Placement courses.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ADVANCED ACADEMICS: The district will provide an opportunity of the FAST award for economically disadvantaged students to complete dual credit courses at no cost.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			













Strategy 5 Details	Formative Reviews		
<p>Strategy 5: ADVANCED ACADEMICS: The district will provide an opportunity for students to prepare to be college ready by enrollment in the CARE Academy which offers special college prep courses in English and Math to permit eligible students to enroll directly in college courses with requiring test scores for placement.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








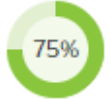





Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: Increase the graduation rate. (Board Monitoring System, Goal 1, Objective 4)

Evaluation Data Sources: Graduation rate data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CURRICULUM AND INSTRUCTION AND COUNSELING: The district implements the following strategies to assist students in making informed curriculum choices to be prepared for success beyond high school:</p> <p>*Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. (Guidance & Counseling)</p> <p>*Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course.</p> <p>*Facilitate annually Funding Your Future to provide students with information on financial aid and scholarship opportunities to pay for college.</p> <p>*Facilitate annually the College Knowledge Night to provide information sessions for college and career readiness to include topics such as enrollment in Dual Credit and Advanced Placement courses, participation in College Academy, first generation college transition, and a college fair featuring HBCUs.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics Director of Middle School Curriculum & Instruction Director of Guidance & Counseling</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CURRICULUM AND INSTRUCTION: Support credit deficient students and those who need to pass the state assessment requirements for graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of High School Curriculum & Instruction Personalized Learning Recovery Specialist</p>	Formative		
	Nov	Feb	May
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CAREER AND TECHNICAL EDUCATION: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.</p> <ol style="list-style-type: none"> 1. Complete "intake" process within 48 hours of notification of pregnancy. 2. Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable. 3. Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. 4. Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. 5. Complete instruction in courses during home bound period and report attendance and grades to campus staff. 6. Ensure PEIMS coding accurately reflects the period of PRS. <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Director of Career & Technical Education CTE Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: STUDENT SERVICES: Implementation of an ongoing Dropout Recovery Process/Plan at every secondary campus.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Assistant Superintendent of Student Services Directors of Student Services/Admissions District Attendance Officers Campus-designated Dropout Recovery Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: STUDENT SERVICES: Identification and support for students experiencing homelessness through transportation services, temporary workers, tutoring and other efforts that serve to eliminate academic barriers.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Assistant Superintendent of Student Services Directors of Student Services/Admissions District Homeless Liaison EASE Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: STUDENT SERVICES: Identification and support for students in the conservatorship of the State of Texas (foster care) through transportation services and other efforts that serve to eliminate academic barriers.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Admissions and Foster Care Liaison EASE Counselors</p>	Formative		
	Nov	Feb	May
			











Strategy 7 Details	Formative Reviews		
<p>Strategy 7: SPECIAL EDUCATION: Monitor and evaluate to ensure students are meeting passing standards and evaluate the need for grade repair and extra tutorials to ensure student graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: EMERGENT BILINGUALS: Provide instructional coaching for teachers on strategies to support beginner and intermediate Emergent Bilingual students to ensure student graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: COUNSELING: The district implements the following related to higher education admissions and financial aid to support middle school and high school students, teachers, counselors and parents:</p> <ul style="list-style-type: none"> Higher education admissions and financial aid opportunities TEXAS grant program and the Teach for Texas grant program College night Parent night (each grade level) 8th grade guidance program Sophomore conference Junior conferences Senior conferences Classroom guidance Financial aid night Use of the career exploration tool Xello Facilitate Funding your Future College knowledge week Facilitate Finding your Future <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Counseling</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 5: Increase kindergarten, first grade, and second grade reading performance. (Board Monitoring System, Goal 1, Objective 5)

Evaluation Data Sources: MAP (RIT score and observed growth) and MClass (Composite Score) with data disaggregated by student groups








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY READING/ELA: District K-2nd PRIMARY/ELAR coaches will provide "Curriculum Conversations" for each Module that identifies and explains the focus TEKS, lessons, resources, and performance outcomes for each Module.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELEMENTARY READING/ELA: The District K-2nd PRIMARY/ELAR Curriculum Department will provide professional development in the areas of Small Group Reading Instruction with Decodable Text and Foundational Skills to support campus teachers, literacy specialists, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELEMENTARY READING/ELA: The District K-2nd PRIMARY/ELAR Curriculum Department implemented a new foundational skills program, Structured Literacy, into our Reading Language Arts Block.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ELEMENTARY READING/ELA: The District K-2nd PRIMARY/ELAR Curriculum Department increased Foundational Skills time from 30 minutes to 45 minutes in Kindergarten and First, and from 20 minutes to 30 minutes in 2nd grade to allow ample time to explicitly teach foundational TEKS.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score, show observed growth, or show growth on their mCLASS EOY composite score.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary ELAR Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 6: Increase overall kindergarten, first grade, and second grade mathematics performance. (Board Monitoring System, Goal 1, Objective 6)








Evaluation Data Sources: Course enrollment data
MAP (RIT score and observed growth)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELEMENTARY MATH: The District Math Curriculum Department will provide professional development in the areas of Small Group Instruction and content to support campus teachers, math intervention, and campus content instructional specialists.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, 90% of students tested at the beginning, middle, and end of year will meet their projected EOY RIT score or show observed growth.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Director of Elementary Curriculum & Instruction Primary Coordinator Elementary Math Coordinator Elementary C & I Coordinator</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 7: Collect participation data on campus co-and-extracurricular activities (Board Monitoring System, Goal 1, Objective 7)

Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISTRICT IMPROVEMENT AND ACCOUNTABILITY: Develop and pilot a tool for collecting co-and-extracurricular data. Strategy's Expected Result/Impact: Increased student attendance and graduation rate. Staff Responsible for Monitoring: Assistant Superintendent of District Improvement and Accountability</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 8: Ensure students have seamless access to digital resources necessary to support a 24x7 learning environment. (Board Monitoring System, Goal 1, Objective 8)













Evaluation Data Sources: Technology data








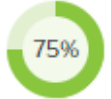







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TECHNOLOGY SERVICES: Replace staff and student devices based on criteria such as performance, mobility, security, stability, vendor support, and district standard replacement schedule. Strategy's Expected Result/Impact: Provide reliable device experience Staff Responsible for Monitoring: Director of Device Imaging and Inventory</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: TECHNOLOGY SERVICES: Maintain and monitor connectivity to online instructional and business resources. Strategy's Expected Result/Impact: Provide seamless connectivity to digital resources Staff Responsible for Monitoring: Director of Network Infrastructure and Communications</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: TECHNOLOGY SERVICES: Maintain substantial internet capacity from multiple service providers. Strategy's Expected Result/Impact: Provide substantial internet capacity Staff Responsible for Monitoring: Director of Network Infrastructure and Communications</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			













Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 9: Use federal and state funds (supplemental) appropriately to support the academic learning of students.

Evaluation Data Sources: STAAR, program evaluations


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards. (Title I)</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide staff development to elementary and secondary teachers and principals focused on content area curriculum to improve student achievement. (Title II)</p> <p>Strategy's Expected Result/Impact: Increase the knowledge of teachers and principals in the content area curriculum.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support language acquisition and academic content for students identified as Emergent Bilingual. (Title III)</p> <p>Strategy's Expected Result/Impact: Increase the number of students making at least one year of growth on the Texas English Language Proficiency Assessment System (TELPAS) by 1%.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students (prioritizing underrepresented) with a well-rounded education, support safe and healthy students, and support the effective use of technology. (Title IV)</p> <p>Strategy's Expected Result/Impact: Increase student engagement (as a result achievement) in supplemental programs funded through Title IV by 1%, and fund positions for the district's mental health team.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Supplement state CTE allotment to develop more fully the academic, career, and technical skills of secondary students who elect to enroll in career and technical education programs. (Career and Technical Education Carl Perkins Grant)</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide supplemental support for the high-cost needs of students with disabilities. (Individuals with Disabilities Education Act)</p> <p>Strategy's Expected Result/Impact: Meet the needs of the individual students.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide support for students in a special education program. (Special Allotment: Special Education)</p> <p>Strategy's Expected Result/Impact: Students receiving special education services meet their individualized IEP academic goals.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Enable Emergent Bilingual students to become competent in listening, speaking, reading, and writing in the English language. (Special Allotment: Bilingual Education)</p> <p>Strategy's Expected Result/Impact: At least one year's progress on TELPAS</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide career and technical education programs. (Special Allotment: Career and Technology Education)</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Director of Career and Technology</p>	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide support for students receiving Dyslexia services. (Special Allotment: Dyslexia)</p> <p>Strategy's Expected Result/Impact: Students will meet their reading target</p> <p>Staff Responsible for Monitoring: Director of Dyslexia</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide full day Pre-Kindergarten. (Special Allotment: Early Education)</p> <p>Strategy's Expected Result/Impact: Students will enroll in full day Pre-Kindergarten and enter Kindergarten with the prerequisite skills</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Based on AID (LEGAL) the district provides the following assurances in the District Improvement Plan:</p> <ol style="list-style-type: none"> 1. Provide services to eligible children attending private elementary schools and secondary schools in timely and meaningful consultation with private school officials regarding such services. 2. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8. 3. Coordinate and integrate services under Part A with other educational services at the district or school level, such as services for children with disabilities, migratory children, American Indian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. 4. Collaborate with the state or local welfare agency to designate a point of contact if the child welfare agency notifies the district and develop and implement clear written procedures governing how transportation to maintain foster care children in their schools of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. 5. Ensure all teachers and paraprofessionals working in a program supported with funds under Part A meet applicable state certification and license requirements. 6. Ensure that early childhood education services to low-income children comply with performance standards under the Head Start Act. <p>Strategy's Expected Result/Impact: All federal requirements are met</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: ESSER I, ESSER II, and ESSER III: Help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.</p> <p>Strategy's Expected Result/Impact: Reduce COVID-10 positivity rates. Work toward eliminating the achievement gap caused by COVID-19 and enable students to meet state and federal accountability targets.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants Director of Finance</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 10: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantages, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.




Local At-Risk Criteria - School Board Approved: The district may use SCE funding to serve students who are identified as at risk using local eligibility criteria.








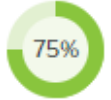


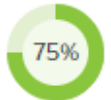




Local Policy: The district's School Board has adopted local eligibility criteria for at-risk student identification (Board Policy EHBC (LOCAL)). In accordance with Education Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the list of students eligible to be considered for the SCE services. In addition to the state at-risk criteria, content specialists may provide supplemental support services to elementary/secondary students who meet one or more of the local at-risk criteria noted below:






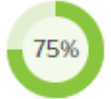





- Failed a content (English/language arts, math, science, or social studies) readiness test;
- STAAR-content exam score equals below 110% of the passing standard; or
- Reading below grade level.

Local Procedures: Non-Title I students - The Campus Principal shall ensure that students identified with local eligibility criteria are locally documented and provided to the director of elementary/secondary curriculum and instruction. The director shall ensure the percent of students meeting the local criteria does not exceed 10% of the total number of state identified at risk students at any point in the school year.

Evaluation Data Sources: High School Completion Rates
STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Small Group Reading Intervention (SGRI-1st Grade): Provide reading intervention materials and training for SGRI teachers, curriculum-aligned resources to campuses, and targeted professional development for teachers.</p> <p>Strategy's Expected Result/Impact: Increased student reading performance</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator</p>	Formative		
	Nov	Feb	May
			













Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental Language Arts (Grades 2-5): Provide tutors for accelerated instruction, supplemental curriculum, curriculum-aligned resources to campuses, and professional development for coaches and teachers</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary ELAR</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental Language Arts (Grade 6): Provide materials to support accelerated instruction, curriculum-aligned resources for campuses, curriculum development for intervention classes, and materials and fees for professional development for teachers and coaches.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Reading Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Supplemental Language Arts (Grades 7-12): Provide resources and activities for accelerated instruction and "Closing the Gap" activities/resources/supplies for teachers to use with students; materials/supplies to support STAAR or EOC review initiatives on campuses; reading materials (books) to support reading scaffolds; writing calibration training and materials; and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary ELA Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Supplemental Math (Grades 2-6): Provide tutors for accelerated instruction, curriculum-aligned resources to campuses, targeted professional development for teachers, provide "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary Math</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Supplemental Math (Grades 7-12): Provide campus tutors for accelerated instruction, "Closing the Gap" activities/resources/supplies for teachers to use with students in accelerated instruction (including temporary workers to prepare the activities/resources), supplies to support engaging activities in math/algebra lab, materials/supplies to support STAAR review initiatives on campuses, materials for professional development for teachers, and curriculum activities/resources/supplies for summer school programs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Math Coordinator 7-12</p>	Formative		
	Nov	Feb	May
			

















Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Supplemental Science (Grades 2-6): Provide tutors for accelerated instruction, after-school science camps, STAAR review resources, and curriculum-aligned resources to campuses.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 performance by 5% or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator for Elementary Science</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Summer School Math and Reading Camp (middle school): Provide additional math and reading instruction during the summer to build and strengthen students' academic foundation and prepare for upcoming coursework in a new school year.</p> <p>Strategy's Expected Result/Impact: 90% of students attending will attend at least eight days and earn credit to pass math or reading</p> <p>Staff Responsible for Monitoring: Director of Middle School Curriculum and Instruction</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Apartment Tutoring Program: Provide academic after-school tutoring and instructional resources for at-risk students at a local apartment complex.</p> <p>Strategy's Expected Result/Impact: Close the gap by at least 5 points between emergent bilingual and non-emergent bilingual STAAR reading, math, science, and social studies</p> <p>Staff Responsible for Monitoring: Director, Curriculum and Instruction Special Populations</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Implement the Safe and Supportive Schools Plan (Board Monitoring System, Goal 2, Objective 1)

Evaluation Data Sources: Comprehensive report on the implementation of the Safe and Supportive Schools Plan











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Cy-Fair Tipline submissions are reviewed, prioritized, addressed, and closed as needed.</p> <p>Strategy's Expected Result/Impact: 100% of all tips are closed within 10 school days</p> <p>Staff Responsible for Monitoring: Emergency Management</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Safe School Checks are being performed by officers at every elementary campus and early learning center.</p> <p>Strategy's Expected Result/Impact: Every elementary campus and early learning center is visited a minimum of 2 times per day by CFPD</p> <p>Staff Responsible for Monitoring: Police Department</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion metal detector and K9 searches.</p> <p>Strategy's Expected Result/Impact: 100% of campuses complete the required metal detector searches</p> <p>Staff Responsible for Monitoring: Emergency Management and Police Department</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of all exterior door sweep audits.</p> <p>Strategy's Expected Result/Impact: 100% of campuses complete the required weekly door sweep audits</p> <p>Staff Responsible for Monitoring: Emergency Management and Police Department</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that reported terroristic threats are being investigated through a behavioral threat assessment process. (Behavioral Threat Assessment & Management)</p> <p>Strategy's Expected Result/Impact: Each terroristic threat (according to COC disciplinary tracking) will be linked to a parallel threat assessment investigation</p> <p>Staff Responsible for Monitoring: MHIT Psychologists, Student Services</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Continue to monitor implementation of Bringing Out the Best (Character Education) Lessons to ensure they are meeting the needs of teachers and students.</p> <p>Strategy's Expected Result/Impact: To ensure engaging and relevant lessons</p> <p>Staff Responsible for Monitoring: Guidance and Counseling, School Leadership</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Mental Health Intervention Team will support district staff members in the intervention of student and staff mental health crises</p> <p>Strategy's Expected Result/Impact: MHIT will directly support 100% of district campuses (as requested), as indicated via MHIT response data log</p> <p>Staff Responsible for Monitoring: MHIT Psychologists</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Substance Use Awareness & Prevention Program: Implement district-wide awareness and prevention programs.</p> <p>Strategy's Expected Result/Impact: Each secondary campus implements two substance use awareness and prevention lessons per year.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Continue to pilot a research-based schoolwide behavioral support system at 10 CFISD campuses. (Board Monitoring System, Goal 2, Objective 2)











Evaluation Data Sources: Training roster for campuses implementing the research-based schoolwide behavioral support system. Annual report on the progress of the Well-Managed Schools program

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: STUDENT SERVICES: Provide training on behavioral support system to at least 85% of the staff at the designated campuses.</p> <p>Strategy's Expected Result/Impact: Provide a standard classroom management program for students and staff</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: STUDENT SERVICES: Implement and monitor schoolwide behavioral system through conducting walkthroughs designated by campus administrators, district administrators, and program facilitators.</p> <p>Strategy's Expected Result/Impact: Provide a standard classroom management program for students and staff</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers Behavior Coaches Principals/Campus Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Implementation of the Positive Behavior Intervention and Support (PBIS) process or other research-based schoolwide behavioral support system at all CFISD campuses. (Board Monitoring System, Goal 2, Objective 3)

Evaluation Data Sources: Roster of campuses utilizing PBIS or another research-based schoolwide behavioral support system
Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: STUDENT SERVICES: Provide support for the PBIS process or other behavioral support systems at all CFISD campuses. Strategy's Expected Result/Impact: 100% of CFISD campuses will implement a schoolwide behavior support system Staff Responsible for Monitoring: Assistant Superintendent for Student Services Director of Student Services/Discipline Classroom Management Consulting Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: STUDENT SERVICES: Implementation of a district-wide plan to address patterns of non-attendance/truant behavior at all CFISD campuses. Strategy's Expected Result/Impact: Increase the district attendance rate by .1% to achieve measurable growth toward the target of 95% Staff Responsible for Monitoring: Assistant Superintendent of Student Services Directors of Student Services/Admissions District Attendance Officers	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 4: Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness. (Board Monitoring System, Goal 2, Objective 4)










Evaluation Data Sources: Technology data








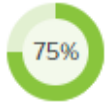


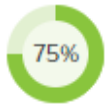




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TECHNOLOGY SERVICES: Maintain the Trusted Learning Environment (TLE) seal of distinction by providing evidence of how the district's data privacy practices have improved.</p> <p>Strategy's Expected Result/Impact: Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities</p> <p>Staff Responsible for Monitoring: Security Specialist, Director of Network Infrastructure and Communication, Director of Device Management, Director of Acquisitions, Director of Information Services</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: TECHNOLOGY SERVICES: Expand cybersecurity awareness, training, and communication</p> <p>Strategy's Expected Result/Impact: Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities</p> <p>Staff Responsible for Monitoring: Security Specialist, Director of Network Infrastructure and Communication, Director of Device Management, Director of Acquisitions, Director of Information Services</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: TECHNOLOGY SERVICES: Conduct a security program operational effectiveness review.</p> <p>Strategy's Expected Result/Impact: Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities</p> <p>Staff Responsible for Monitoring: Security Specialist, Director of Network Infrastructure and Communication, Director of Device Management, Director of Acquisitions, Director of Information Services</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			











Goal 2: Safe and Healthy Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 5: Provide guidance and counseling to students that meet the needs of all students including those receiving special services.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GUIDANCE AND COUNSELING: Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041. Review curricula to identify existing instruction on this topic, and add objectives as warranted. Provide training for staff. Continue involving and informing parents via letters and internet postings.</p> <p>Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GUIDANCE AND COUNSELING: Address issues related to education about the prevention of dating violence as required by HB 121. Implement board policy FFH (Local). Provide awareness education to students and parents through multiple sources (i.e. counselor information sheets, the district website, and school publications.)</p> <p>Strategy's Expected Result/Impact: Awareness education provided to students and parents</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: GUIDANCE AND COUNSELING: Ensure that the counselor's role retains focus on implementation of the Comprehensive School Counseling Program and assists students in developing the skills they need to enhance their personal, social, emotional, and career development.</p> <p>Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc.</p> <p>Facilitate the campus staff's ability to detect warning signs of students who may be candidates for suicide or victims of child abuse.</p> <p>Address the following as needed: conflict resolution (Kelso Conflict Resolution Program), self-confidence, motivation to achieve, decision making, goal setting, planning, interpersonal effectiveness, effective communication skills, cross-cultural effectiveness, and responsible behavior.</p> <p>Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention. Provide faculty and staff with annual training on human trafficking prevention.</p> <p>Strategy's Expected Result/Impact: Training provided to staff via multiple modalities and the number of students seen by the counselor</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: GUIDANCE AND COUNSELING: Senate Bill 11: We will train our staff on grief and trauma informed care. The district will increase the awareness of trauma informed care for staff and students. We will also provide counseling options for students affected by trauma or grief. Implement CFISD Board Policy FFBA.</p> <p>Strategy's Expected Result/Impact: Training provided to staff, review of curricula, and information provided to parents</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: GUIDANCE AND COUNSELING: HB 18: We will train all principals on the Comprehensive School Counseling Program.</p> <p>Strategy's Expected Result/Impact: Training and supplemental documents provided</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: GUIDANCE AND COUNSELING: Increase involvement in P.B.I.S. and educate elementary students on post-secondary programs.</p> <p>Strategy's Expected Result/Impact: Promote a "well-being" climate by establishing multiple initiatives to promote a positive school culture</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: GUIDANCE AND COUNSELING: HB 111: All staff will be trained on sexual abuse, sex trafficking, and maltreatment of children. All staff will be trained annually. CFISD Board Policy FFG.</p> <p>Strategy's Expected Result/Impact: Training and supplemental documents provided</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: GUIDANCE AND COUNSELING: SB 9: As required by SB 9, it is our policy of the district to maintain a learning environment that is free of dating violence, discrimination, harassment, and retaliation. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a counselor or other school official with whom they feel comfortable.</p> <p>Strategy's Expected Result/Impact: Training provided to staff and students. Information is provided to parents via district website</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors</p>	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: GUIDANCE AND COUNSELING: SB 9: The district will promptly notify the parent of the alleged victim or alleged perpetrator who has experienced prohibited conduct when the allegations, if proven, will constitute a violation as defined by policy FFH.</p> <p>Strategy's Expected Result/Impact: Awareness education provided to students and parents</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: GUIDANCE AND COUNSELING: SB 9: Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH (LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.</p> <p>Strategy's Expected Result/Impact: Training provided to staff and students. Information is provided to parents via district website</p> <p>Staff Responsible for Monitoring: Guidance & Counseling-Director and Coordinators, campus administrators, and campus counselor</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Implement a recruitment plan focused on recruiting a diverse teacher and leadership staff reflective of student demographics. (Board Monitoring System, Goal 3, Objective 1)








Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Provide School Leadership and campus leadership with teacher and leadership demographic data.</p> <p>Strategy's Expected Result/Impact: Work collaboratively with school leadership to implement the recruitment plan in appropriate stages as determined by the review and evaluation.</p> <p>Staff Responsible for Monitoring: Human Resources Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Provide a competitive compensation package for all employees. (Board Monitoring System, Goal 3, Objective 2)













Evaluation Data Sources: Human Resources Data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES AND BUSINESS AND FINANCE: Monitor salary schedules from surrounding districts in Region 4.</p> <p>Strategy's Expected Result/Impact: Provide a competitive compensation package for all employees.</p> <p>Staff Responsible for Monitoring: Human Resources Compensation Team and Business and Finance</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 3: Increase the substitute teacher fill rate for vacancy and non-vacancy teacher absence assignments. (Board Monitoring System, Goal 3, Objective 3)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Streamline the application and hiring processes for long-term vacancy substitutes recommended by campus principals, aligning processes to professional staffing standards.</p> <p>Strategy's Expected Result/Impact: Maintain the substitute fill rate for vacancy assignments at 95% or above.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Promote substitute employment opportunities at college and university recruitment events.</p> <p>Strategy's Expected Result/Impact: Increase the fill rate of non-vacancy teacher assignments by 2%.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Collaborate with the Professional Learning Department to expedite onboarding and provide training resources for all substitutes.</p> <p>Strategy's Expected Result/Impact: Improve development and increase retention of all substitutes.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Require student teachers to meet hiring requirements before they begin student teacher placements to expedite the time to hire when eligible for employment.</p> <p>Strategy's Expected Result/Impact: Increase fill rate for non-vacancy and vacancy assignments.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HUMAN RESOURCES: Promote substitute employment opportunities to high school students in the Teaching and Training program who intend to complete undergraduate studies locally.</p> <p>Strategy's Expected Result/Impact: Increase the number of recent Teaching and Training graduates serving as substitutes by 5%.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Director, Substitute Office</p>	Formative		
	Nov	Feb	May
			
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 4: Identify and develop a teacher pathway program (Board Monitoring System, Goal 3, Objective 4)








Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Partner with Region IV and the University of Houston-Downtown to design a teacher residency program to attract and retain college students seeking certification in critical need areas.</p> <p>Strategy's Expected Result/Impact: Design a program to support the placement of 10 residents serving in critical need areas</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Partner with Grand Canyon University (GCU) to establish and grow a teacher pathway program for paraprofessionals pursuing teacher certification.</p> <p>Strategy's Expected Result/Impact: Create a 2023-2024 cohort of candidates pursuing teacher certification through GCU teacher pathway.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/ Staffing Coordinator</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Engage with the University of Houston to evaluate the feasibility of implementing an apprenticeship model that provides an innovative pathway to gaining teacher certification.</p> <p>Strategy's Expected Result/Impact: Determine whether the implementation of apprenticeship model will decrease district teacher vacancies</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Collaborate with the Career and Technical Education program to promote the Teaching and Training teacher pathway program.</p> <p>Strategy's Expected Result/Impact: Increase the number of interview offer letters extended at the end of 2023-2024.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/ Assistant Director, Professional Staffing</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 5: Collect teacher performance and student growth data in the eligible content areas as identified in the Teacher Incentive Allotment (TIA) District Designation System plan. Modify the Teacher Incentive Allotment (TIA) plan. (Board Monitoring System, Goal 3, Objective 5)













Evaluation Data Sources: Data submitted to Texas Tech for validation








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISTRICT IMPROVEMENT AND ACCOUNTABILITY: The Teacher Incentive Allotment committee will implement the district's plan for the data collection year of 2023-24.</p> <p>Strategy's Expected Result/Impact: 100% data collection</p> <p>Staff Responsible for Monitoring: Teacher Incentive Allotment Committee</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 6: Increase the number of bilingual teachers for pre-K, kindergarten, and first grade. (Board Monitoring System, Goal 3, Objective 6)

Evaluation Data Sources: Human Resources Data




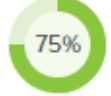





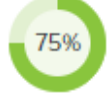






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Host CFISD bilingual teachers' Bilingual and Mingle events throughout the year to introduce prospective applicants to the bilingual department and to encourage student teachers to take their certification exams.</p> <p>Strategy's Expected Result/Impact: Increase the number of student teachers who successfully pass their bilingual certification exam to be eligible for employment after their student teaching assignment is complete.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/Assistant Director</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Extend contract offers to all graduating student teachers pursuing bilingual certification immediately after meeting eligibility criteria prior to college graduation.</p> <p>Strategy's Expected Result/Impact: Increase the number of contract offers to bilingual student teachers by 5%.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/Assistant Director</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Partner with Region IV and the University of Houston-Downtown to design a teacher residency program to attract and retain college students seeking bilingual education.</p> <p>Strategy's Expected Result/Impact: At least 20% of residency program participants will pursue bilingual education certification.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/Student Teacher Residency Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Host Bilingual Education Showcase for college students pursuing bilingual education certification to educate students about distinct career opportunities and programs.</p> <p>Strategy's Expected Result/Impact: Increase recruitment of special education teachers by 2%.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HUMAN RESOURCES: Engage with Bilingual Education Student Organizations (BESO) to promote CFISD employment opportunities at nearby colleges and universities.</p> <p>Strategy's Expected Result/Impact: Increase the number of bilingual applicants by 3%.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 354 663 402">  No Progress </div> <div data-bbox="764 354 982 402">  Accomplished </div> <div data-bbox="1083 354 1333 402">  Continue/Modify </div> <div data-bbox="1434 354 1629 402">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 7: Develop a plan to maintain a low teacher turnover rate. (Board Monitoring System, Goal 3, Objective 7)













Evaluation Data Sources: Human Resources Data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Partner with Hanover Research to conduct a teacher mobility and retention analysis to identify trends in teacher retention and attrition.</p> <p>Strategy's Expected Result/Impact: Maintain a teacher turnover rate that is lower than the state average and region.</p> <p>Staff Responsible for Monitoring: Human Resources Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Collaborate with the Special Education Department to identify exit drivers for certified special education teachers not serving in a special education assignment.</p> <p>Strategy's Expected Result/Impact: Decrease the turnover rate for special education teachers.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Collaborate with Curriculum and Instruction to identify exit drivers compensation drivers for certified bilingual education teachers not serving in a full-time bilingual assignment.</p> <p>Strategy's Expected Result/Impact: Decrease the turnover rate for bilingual education teachers.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Design a one-year, paid teacher residency model that trains, develops, supports, and retains candidates seeking teacher certification.</p> <p>Strategy's Expected Result/Impact: Complete design of program to be ready to launch Fall 2025.</p> <p>Staff Responsible for Monitoring: Human Resources Director/Student Teacher Residency Coordinator</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 8: Increase the number of special education teachers. (Board Monitoring System, Goal 3, Objective 8)

Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HUMAN RESOURCES: Partner with Grand Canyon University (GCU) to establish and grow a teacher pathway program for paraprofessionals pursuing special education certification.</p> <p>Strategy's Expected Result/Impact: Create a cohort of candidates pursuing teacher certification, including special education.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent/ Staffing Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HUMAN RESOURCES: Collaborate with the CTE Department to allow special education teachers to showcase special education career opportunities to interested high school students enrolled in the Education in Training classes.</p> <p>Strategy's Expected Result/Impact: Increase awareness of special education opportunities across the district.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HUMAN RESOURCES: Host Special Education Showcase for college students pursuing special education certification to educate students about distinct career opportunities and programs.</p> <p>Strategy's Expected Result/Impact: Increase the number of attendees by 2% from previous year.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HUMAN RESOURCES: Analyze teacher exit and retention survey data to identify drivers for special education teachers leaving/remaining in their special education assignment and share findings with leadership team and campus principals.</p> <p>Strategy's Expected Result/Impact: Increase retention of special education teachers.</p> <p>Staff Responsible for Monitoring: Human Resources Director of Talent</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: HUMAN RESOURCES: Collaborate with the Special Education department to create innovative ways to reallocate staffing resources to serve the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase the availability of certified special education teachers serving special education students.</p> <p>Staff Responsible for Monitoring: Professional Staffing Team/Special Education Department</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 9: Recruit diverse leadership candidates for district leadership initiatives.

Evaluation Data Sources: Recruitment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SCHOOL LEADERSHIP: Utilize Human Resource's data on diversity to increase awareness of the need to diversify leadership roles on the campus.</p> <p>Strategy's Expected Result/Impact: Increased applications for Leadership Institutes</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SCHOOL LEADERSHIP: Share HR data with campus leadership to assist in identifying potential leaders on the campus.</p> <p>Strategy's Expected Result/Impact: Increased applications for Leadership Institutes</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCHOOL LEADERSHIP: Encourage campus leaders to recommend diverse applicants for district committees to increase exposure to leadership activities.</p> <p>Strategy's Expected Result/Impact: Increased applications for Leadership Institutes</p> <p>Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 10: Increase opportunities for high-quality training, mentoring, and leadership development.

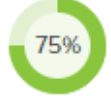
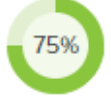











Evaluation Data Sources: Leadership Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SCHOOL LEADERSHIP: Utilize the Leadership Framework currently developed as a method of obtaining leadership experience. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SCHOOL LEADERSHIP: Provide professional development at monthly assistant principal meetings, associate principal meetings, principal meeting, and the seven leadership institutes that increases opportunities for leadership roles. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCHOOL LEADERSHIP: increase numbers in the institutes and in NAESP mentoring programs. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCHOOL LEADERSHIP: Identify current leaders for high-quality local training enabling them to enhance their skill sets resulting in retention and enabling recruiting of candidates from the surrounding areas. Strategy's Expected Result/Impact: Increased exposure to leadership opportunities. Increased recruiting opportunities. Staff Responsible for Monitoring: Chief Officer for School Leadership Assistant Superintendents for School Leadership</p>	Formative		
	Nov	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Maintain a comprehensive marketing plan to increase engagement and support among all CFISD stakeholders. (Board Monitoring System, Goal 4, Objective 1)













Evaluation Data Sources: Community Engagement Data


Strategy 1 Details	Formative Reviews		
Strategy 1: COMMUNITY ENGAGEMENT: Meet with Freed monthly to discuss district goals, timelines, budgets, strategies, and metrics to measure campaign efforts. Strategy's Expected Result/Impact: Produce marketing campaign media. Staff Responsible for Monitoring: Director of Community Engagement	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: COMMUNICATIONS: Create a yearly communication calendar with dates for social media, newsletters, etc. Strategy's Expected Result/Impact: Produce marketing campaign media. Staff Responsible for Monitoring: Director of Communication	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: COMMUNICATIONS: Provide a marketing toolkit and assets for digital displays to campus-based staff. Strategy's Expected Result/Impact: Widen marketing reach. Staff Responsible for Monitoring: Director of Community Engagement, Director of Communication	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.


Performance Objective 2: Implement a comprehensive plan to increase stakeholder input and feedback and build customer loyalty. (Board Monitoring System, Goal 4, Objective 2)

Evaluation Data Sources: Stakeholder input and feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: CHIEF OF STAFF: Continue use of a districtwide committee application to create diverse committee membership. Strategy's Expected Result/Impact: Increased number of committee applications and improved transparency Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: COMMUNICATIONS: Post committee members, meeting minutes, meeting dates, and contact information on the website for each committee. Strategy's Expected Result/Impact: Improved transparency of committee meetings Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: CHIEF OF STAFF: Implement a communitywide survey as part of the Superintendent Search process. Strategy's Expected Result/Impact: Hanover Research will provide a summary of district strengths and challenges Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: CHIEF OF STAFF: Create a process for a teacher time study. Strategy's Expected Result/Impact: Ideas that can be implemented that will positively impact teachers and improve teacher retention Staff Responsible for Monitoring: Chief of Staff, Assistant Superintendent of Communication & Community Relations	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished











 Continue/Modify

 Discontinue

Goal 4: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 3: Engage parents, business and community members in CFISD volunteer opportunities and events. (Board Monitoring System, Goal 4, Objective 3)

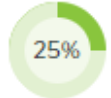






Evaluation Data Sources: Community Engagement Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: COMMUNITY ENGAGEMENT: Schedule and facilitate meaningful engagements with community volunteers including business partner meetings, mentor trainings, and Community Connect events.</p> <p>Strategy's Expected Result/Impact: Increased participation and revenue.</p> <p>Staff Responsible for Monitoring: Director of Community Engagement</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: COMMUNITY ENGAGEMENT: Organize and host the Superintendent's Fun Run to engage business partners, faith-based leaders, CFISD employees, students, community members, and local restaurants to raise funds for scholarships for CFEF.</p> <p>Strategy's Expected Result/Impact: Increased participation and revenue.</p> <p>Staff Responsible for Monitoring: Director of Community Engagement</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 1: Develop and manage an operating budget that reflects the objectives of the District Improvement Plan. (Board Monitoring System, Goal 5, Objective 1)








Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. Present quarterly budget review to the Board of Trustees for approval. Monitor state legislature to anticipate issues that may affect funding. Prepare five-year projections. <p>Strategy's Expected Result/Impact: Budget that supports District Improvement Plan and Board Monitoring Goals</p> <p>Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 2: Maintain an appropriate operating fund balance. (Board Monitoring System, Goal 5, Objective 2)








Evaluation Data Sources: Budget and Financial Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> 1. Develop and adopt a fiscally responsible budget to meet Board and instructional goals. 2. Maintain a working long-range budget. 3. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. 4. Present quarterly budget review to the Board of Trustees for approval. 5. Analyze the current budget to actual for evaluation of revenues and expenditures. <p>Strategy's Expected Result/Impact: General fund balance of at least 25% of operating expenditures. Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 3: Maintain underlying bond ratings from major bond rating agencies. (Board Monitoring System, Goal 5, Objective 3)








Evaluation Data Sources: Bond & Financial Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> 1. Monitor post-issuance and disclosure compliance with all bond transactions. 2. Maintain a general fund balance of at least 25% of operating expenditures. 3. Monitor market and bond call dates to maximize refunding opportunities. <p>Strategy's Expected Result/Impact: Moody's AA1 rating, Standard & Poor's AA rating, Fitch AA rating</p> <p>Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4: Provide funding for facilities, technology, and program needs by selling bonds. (Board Monitoring System, Goal 5, Objective 4)




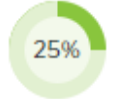






Evaluation Data Sources: Bond Documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BUSINESS AND FINANCIAL SERVICES:</p> <ol style="list-style-type: none"> Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. Provide funding for facilities, technology, and program needs by selling bonds in compliance with long-range facilities assessment. Utilize project spend-down schedules to invest bond proceeds to maximize interest revenue while monitoring arbitrage implications. <p>Strategy's Expected Result/Impact: Bond sales according to established timeline/schedule</p> <p>Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 5: Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders. (Board Monitoring System, Goal 5, Objective 5)











Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Identify district data domains and develop a district-wide data dictionary for all applications. Strategy's Expected Result/Impact: Standardized data policies, procedures, and systems Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Improve data quality and increase access to data for all stakeholders Strategy's Expected Result/Impact: Standardized data policies, procedures, and systems Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Financial and Technology Management: The district shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 6: Develop a district wide electronic documents environment including automated workflows. (Board Monitoring System, Goal 5, Objective 6)








Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
Strategy 1: TECHNOLOGY SERVICES: Reduce paper documents. Strategy's Expected Result/Impact: Departmental records scanned in electronic document management system Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 25%	 50%
Strategy 2 Details	Formative Reviews		
Strategy 2: TECHNOLOGY SERVICES: Identify, implement, and maintain departmental electronic workflows. Strategy's Expected Result/Impact: Departmental workflows maintained in an electronic document management system Staff Responsible for Monitoring: Director of Information Services	Formative		
	Nov	Feb	May
	 25%	 50%	 75%
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Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 1: Maintain morning on-time arrivals and increase afternoon on-time arrivals. (Board Monitoring System, Goal 6, Objective 1)



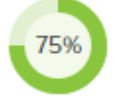




Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TRANSPORTATION: Evaluate and revise routes as needed to maintain on-time performance objectives.</p> <p>Strategy's Expected Result/Impact: Morning 95%, Afternoon 92%</p> <p>Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Operations Area Directors Fleet Communications Manager</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 2: Maintain an 80% or higher transportation department employee retention rate. (Board Monitoring System, Goal 6, Objective 2)








Evaluation Data Sources: Transportation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TRANSPORTATION: Provide opportunities for employees to maintain a positive working environment and strategies to increase morale at transportation centers.</p> <p>Strategy's Expected Result/Impact: 80% or higher transportation department employee retention rate</p> <p>Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Human Resources Transportation HR Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 3: Increase the reimbursable breakfast participation percentage. (Board Monitoring System, Goal 6, Objective 3)








Evaluation Data Sources: Nutrition Services data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: NUTRITION SERVICES: Work with campus administration and other departments to reduce or eliminate obstacles to breakfast participation.</p> <p>Strategy's Expected Result/Impact: Increase reimbursable breakfast participation to 30%</p> <p>Staff Responsible for Monitoring: Nutrition Services Director</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 4: Continue completion of projects approved in the 2019 bond referendum. (Board Monitoring System, Goal 6, Objective 4)








Evaluation Data Sources: Facilities and Construction Data

Strategy 1 Details	Formative Reviews		
Strategy 1: CONSTRUCTION SERVICES: Complete phase III 2019 bond projects. Strategy's Expected Result/Impact: Complete Phase 3 2019 Bond scope projects. Staff Responsible for Monitoring: Assistant Superintendent of Facilities & Construction, Directors, Project managers	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Operations Management: The district shall ensure that the facilities adequately support the educational program and other operations.

Performance Objective 5: Continue completion of technology projects approved in the 2019 bond referendum. (Board Monitoring System, Goal 6, Objective 5)

Evaluation Data Sources: Bond data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TECHNOLOGY SERVICES: Complete 75% of Phase V bond projects</p> <p>Strategy's Expected Result/Impact: Complete technology projects identified in Phase V of Bond 2019</p> <p>Staff Responsible for Monitoring: Director of Network Infrastructure and Communications, Director of Device Imaging and Inventory, Director of Acquisitions, Director of Information Services</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

DEIC

Committee Role	Name	Position
Teacher	Maria Aguilar	Teacher
Teacher	Joseph Alvarado	Teacher
Teacher	Christi Arce	Teacher
Teacher	Jacqueline Ashmore	Teacher
Teacher	Charlie Banks	Teacher
Teacher	Sommer Basham	Teacher
Teacher	Melissa Berstein	Teacher
Teacher	Ami Bird	Teacher
Teacher	Stefani Bolt	Teacher
Teacher	Laurie Borowicz	Teacher
Teacher	James Brown	Teacher
Teacher	Kristin Buchholz	Teacher
Teacher	Kevin Bussey	Teacher
Teacher	Jennifer Bygness	Teacher
Teacher	Robyn Cantara	Teacher
Teacher	Laurie Davies	Teacher
Teacher	Theresa Dean	Teacher
Teacher	Kathleen DeNoma	Teacher
Teacher	Carla Douglas	Teacher
Teacher	Riley Douglas	Teacher
Teacher	Sarah Emmott	Teacher
Teacher	Jocelyn Fall	Teacher
Teacher	Paige Frank	Teacher
Teacher	Jaclyn Frasure	Teacher
Teacher	Fiona Furlan	Teacher
Teacher	Kristina Gauvin	Teacher
Teacher	Courtney Gistorb	Teacher

Committee Role	Name	Position
Teacher	Jessica Gonzales	Teacher
Teacher	Julia Hague	Teacher
Teacher	Lindsey Hamilton	Teacher
Teacher	Laurie Harris	Teacher
Teacher	Kelly Hawkins	Teacher
Teacher	Amy Healy	Teacher
Teacher	Shandrea Henry	Teacher
Teacher	Sarah Holz	Teacher
Teacher	Shelita Humphrey	Teacher
Teacher	David Hunt	Teacher
Teacher	John Jurkovich	Teacher
Teacher	Shradha Kaura	Teacher
Teacher	Courtney Langham	Teacher
Teacher	Wynitra Lewis	Teacher
Teacher	Christopher Lingenfelter	Teacher
Teacher	Kim Loner	Teacher
Teacher	Eylen Lopez	Teacher
Teacher	Donna Lord	Teacher
Teacher	Carole Lueb	Teacher
Teacher	Courtney Makow	Teacher
Teacher	Craig Malinsky	Teacher
Teacher	Katrina Maltezos	Teacher
Teacher	Tammy Marrero	Teacher
Teacher	Anita Marshall	Teacher
Teacher	Gloria Martin	Teacher
Teacher	Laura Martin	Teacher
Teacher	Jacky Martinez	Teacher
Teacher	Jessica Martinez	Teacher
Teacher	Allen Maurice Martin	Teacher
Teacher	Chrissy McMillan	Teacher
Teacher	Melissa Mican	Teacher

Committee Role	Name	Position
Teacher	Jake Migl	Teacher
Teacher	Penelope Miller	Teacher
Teacher	Casey Morris	Teacher
Teacher	Desiree Nwadinobi	Teacher
Teacher	Elizabeth Ongudu	Teacher
Teacher	Alexandra Parkin	Teacher
Teacher	Eloisa Patterson	Teacher
Teacher	Amanda Pearson	Teacher
Teacher	Michelle Perkins	Teacher
Teacher	Connie Poole	Teacher
Teacher	Camile Ramirez	Teacher
Teacher	Maria Rangel	Teacher
Teacher	Angie Porter	Teacher
Teacher	Kenneth Roberts	Teacher
Teacher	Jennifer Sague	Teacher
Teacher	Irma Salinas	Teacher
Teacher	Edward Scott	Teacher
Teacher	Gregory Sheffield	Teacher
Teacher	Maria Sifuentez	Teacher
Teacher	Vicki Skweres	Teacher
Teacher	Christine Smith	Teacher
Teacher	Louanna Smith Reyna	Teacher
Teacher	Cynthia Stavinoha	Teacher
Teacher	Ann Stubbins	Teacher
Teacher	Dorothy Swayze	Teacher
Teacher	Pamela Taylor	Teacher
Teacher	Harlie Thompson	Teacher
Teacher	Tricia Underwood	Teacher
Teacher	Mia Vatuna	Teacher
Teacher	Keyla Vega-Soto	Teacher
Teacher	Lidia Villamizar	Teacher

Committee Role	Name	Position
Teacher	Kathleen Waugh	Teacher
Teacher	Matthew Wells	Teacher
Teacher	Caronda Williams	Teacher
Teacher	Merlette Williams	Teacher
Teacher	Kimberly Wilson	Teacher
Teacher	Michelle Wooten	Teacher
Non-teaching Professional	Jessica Bashay	Non-teaching Professional
Non-teaching Professional	James Brown	Non-teaching Professional
Non-teaching Professional	Miranda Fairman	Non-teaching Professional
Non-teaching Professional	Cournette Hawkins	Non-teaching Professional
Non-teaching Professional	Courtney Kaler	Non-teaching Professional
Non-teaching Professional	Brenda Kubiak	Non-teaching Professional
Non-teaching Professional	Krystal Love-Hoyer	Non-teaching Professional
Non-teaching Professional	Jean Qualtrough	Non-teaching Professional
Non-teaching Professional	Kristen Thorin	Non-teaching Professional
Non-teaching Professional	Amanda VanWey	Non-teaching Professional
Non-teaching Professional	Coleman Wands	Non-teaching Professional
Non-teaching Professional	Kevin Weekley	Non-teaching Professional
Parent	Aracely Adams	Parent
Parent	Channa Bailey	Parent
Parent	Alejandra Bridges	Parent
Parent	Brian Clark	Parent
Parent	Kimberley Garrett	Parent
Parent	Lisa Long	Parent
Parent	Esty Merlo	Parent
Parent	Judith Nguyen	Parent
Parent	Ken Nguyen	Parent
Parent	Tracy Roberson	Parent
Parent	Stephanie Roberts	Parent
Parent	Linda Taylor	Parent
Parent	Karen Thomas	Parent

Committee Role	Name	Position
Parent	Stacy Thomas	Parent
Parent	Nicole Travis	Parent
Parent	Tawaine Vigors	Parent
Community Resident	Greg Andrews	Community Resident
Community Resident	Laura Backs	Community Resident
Community Resident	Mary Blaschke	Community Resident
Community Resident	Shelley Cooper	Community Resident
Community Resident	Martha Froebel	Community Resident
Community Resident	Tara Hall	Community Resident
Community Resident	Cyndi Matteson	Community Resident
Community Resident	Jennifer Matuska	Community Resident
Community Resident	Jill McCaskill	Community Resident
Community Resident	Carolyn Mukoro-Akpere	Community Resident
Community Resident	Jackie Sheeren	Community Resident
Community Resident	Alice Wimberly	Community Resident
Community Resident	Evan Withner	Community Resident
Community Resident	Christina Woodall	Community Resident
Business Representative	Ed Bellamy	Business Representative
Business Representative	Jeffrey Handojo	Business Representative
Business Representative	Scott Harrison	Business Representative
Business Representative	Greg Krenek	Business Representative
Business Representative	Brenda Larson	Business Representative
Business Representative	Amy Lippincott	Business Representative
Business Representative	Andres Luna	Business Representative
Business Representative	Carla Marsh	Business Representative
Business Representative	Karen McConaughy	Business Representative
Business Representative	Alex Revuelta	Business Representative
Business Representative	Alex Soler	Business Representative
Business Representative	Becky Souther	Business Representative
Business Representative	Laurie Stephens	Business Representative

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.

Middle School Content Area Standard Expectations

MS ELA 6-8 Standard Expectations

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing routines to teach and reinforce critical TEKS [think aloud, explicit instruction, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;

- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

1:1 Technology in the science classroom should provide opportunities for students to:

- use Chromebook devices to engage in face-to-face and digital collaboration;
- locate and access information and resources stored in different platforms;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond “word-level” performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create, collaborate with peers, and think.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
 - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
 - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
 - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
 - seek current level of student understanding and provide appropriate next steps for learning;
 - clearly define and communicate learning outcomes to students;
 - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
 - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
 - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

**District Police
Department**

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

Supervisory
Authority

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

Jurisdiction

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

Police Authority and
Duties

Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, the primary duties of each District police officer shall be to:

1. Protect the safety and welfare of any person engaged in the educational process within the jurisdiction of the District and protect the property, real and personal, of the District. Police officers shall first attend to protecting persons and assets on District-owned property and, second, shall attend to protecting students, staff, and District assets off District property, but within the jurisdiction of the District police officers.
2. Assist in the enforcement of District policies, rules, and regulations that involve safety and/or disruption in the operation of the District on District property, in school zones, at bus stops, or at District functions.
3. Investigate violations of District policy, rules, and regulations as requested by the chief of police or Superintendent and participate in hearings concerning alleged violations.

The secondary duties of each District police officer shall be guided by relevant articles of the Texas Code of Criminal Procedure and the Texas Education Code, including:

1. Enforcing all laws, including municipal ordinances, county ordinances, and state laws, and investigating violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the law.
2. Arresting suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's

presence or under the other rules set out in the Texas Code of Criminal Procedure.

3. Coordinating and cooperating with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
4. Carrying out all other duties as directed by the chief of police or Superintendent.

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

Limitations on
Nonschool
Employment

All off-duty, nonschool employment for law enforcement or security services for an outside employer shall be approved in writing by the chief of police. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.

Relationship with
Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into memoranda of understanding and other appropriate interlocal agreements that outline reasonable communication and coordination efforts among the department and the agencies. All such agreements shall be approved by the Board.

*Interlocal
Agreement for
Mutual Aid*

While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.

Video and Audio
Monitoring

The chief of police shall develop and implement regulations and/or departmental policies for the use of mobile and portable audio/video recording devices for District police officers while in the performance of duty.

*Access to
Recordings*

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by District policy, the department regulations manual, and law.

Body-Worn
Cameras

A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from

	body-worn cameras shall receive training on storage, retention, and release of recordings.
Training	Each District police officer shall receive at least the minimum amount of continuing education required by the Texas Commission on Law Enforcement (TCOLE).
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a departmental regulations manual that describes and sets forth departmental regulations, operational procedures, and rules pertaining to the administration of police services. The chief of police shall review the manual annually and make any appropriate revisions.
<i>Racial Profiling</i>	The chief of police shall develop and implement regulations to ensure compliance with laws regarding racial profiling. A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
<i>Use of Force</i>	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
<i>High-Speed Pursuit</i>	A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual FO.02.
Complaints	<p>All complaints regarding the District police department, its operations, and its police officers and employees shall be reviewed by the appropriate supervisor(s) in the chain of command.</p> <p>Complaints that involve allegations of a non-serious nature where the complainant may simply request notification be made to the officer's supervisor regarding an incident and their dissatisfaction with the level of service provided, improper attitude, or improper behavior shall typically be handled as an informal complaint through the chain of command, beginning with the first-line supervisor. Informal complaints may be filed in person, by U.S. Mail, by email, or by phone at any time.</p>
Formal Complaints General Provisions	Complaints involving an allegation of misconduct that may be of a potentially serious nature that could warrant discipline and/or departmental corrective action may be investigated as a formal complaint. To proceed with a formal complaint against a District police officer, the complaint must be in writing on a form provided by the District and shall be signed by the person making the complaint

and notarized. In accordance with the law, the District shall provide to the police officer a copy of the formal complaint.

[See CKE(LEGAL) and CKEA(LEGAL)]

Filing

Complaint forms may be filed by hand-delivery, by electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be considered timely filed if received by the appropriate supervisor by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if received by the appropriate supervisor on or before the close of business by the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate supervisor no more than three days after the deadline.

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a complainant fails to schedule or appear at the conference, the District may dismiss the complaint. If the complaint is dismissed, it may be refiled, but only if within the time period for filing a complaint.

Response

At Levels One, Two, and Three, "response" shall mean a written communication to the complainant from the appropriate supervisor. Responses may be hand-delivered or sent by U.S. Mail to the complainant's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days as specified on the District's calendar. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person or organization that is designated by the complainant to represent the complainant in the complaint process.

The complainant may designate a representative through written notice to the District at any level of this process. If the complainant designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process regardless of the complainant's representation.

*Consolidating
Complaints*

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A complainant shall not bring separate or serial complaints arising from any event or series of

events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the complainant, at any point during the formal complaint process. The complainant may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint process.

Complaint Form

Formal complaints under this policy shall be submitted in writing on a form provided by the District and shall be signed by the person making the complaint and notarized.

Copies of any documents that support the complaint should be attached to the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the complainant unless the complainant did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing a formal complaint.

Level One

Formal complaints shall be filed with the office of the chief of police. If the complaint is not filed with the office of the chief of police, the individual receiving the complaint form shall note the date and time the form was received, place the complaint in a sealed envelope, and immediately forward the complaint to the office of the chief of police.

The chief of police shall assign a Level One complaint to the lowest level administrator who has the authority to remedy the alleged problem. In most cases this will be the lieutenant in the police officer's chain of command.

Violation of Law

A complaint alleging a specific violation of the law shall be filed within the time frame established by the statute of limitations based on the action giving rise to the complaint.

In such cases, the supervisor shall hold a conference with the complainant within ten days after receipt of the formal complaint. The supervisor may set reasonable time limits for the conference. The supervisor shall then conduct an investigation in a timely manner, but shall not exceed 30 days from receipt of the written complaint. The supervisor shall also provide the complainant a written response within 30 days from receipt of the written complaint. The written response shall set forth the basis of the decision. In reaching a decision, the supervisor may consider information provided at the Level One conference and any relevant documents or information from the supervisor's investigation.

No Violation of Law

A complaint shall be filed within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint regarding a police officer or law enforcement operation that is not a violation of the law.

In such cases, the appropriate supervisor shall hold a conference with the complainant within ten days after receipt of the formal complaint. The supervisor may set reasonable time limits for the conference. The supervisor shall investigate as necessary and provide the complainant a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the supervisor may consider information provided at the Level One conference and any relevant documents or information from the supervisor's investigation.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a response to the formal complaint has expired based on the type of complaint filed (violation of law or no violation of law), the complainant may file a Level Two appeal notice with the office of the chief of police.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One supervisor shall prepare and forward a record of the Level One complaint to the office of the chief of police. The complainant may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the complainant at Level One.

3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One supervisor in reaching the Level One decision.

The chief of police or designee shall hold a Level Two conference within ten days after the Level Two appeal notice is filed. The conference shall be limited to the issues presented by the complainant at Level One. At the Level Two conference, the complainant may provide information concerning any documents or information relied on by the administration for the Level One decision. The chief of police or designee may set reasonable time limits for the conference.

The chief of police or designee shall provide the complainant a written response within ten days following the conference. The written response shall set forth the basis of the decision regarding the complaint. In reaching a decision, the chief of police or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the chief of police or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a response has expired, the complainant may file a Level Three appeal notice with the office of the Superintendent to appeal the Level Two decision.

The appeal notice of the complaint shall be filed in writing, on a form provided by the District, within ten days of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments, including any audio recordings.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The Level Three administrator shall be the Superintendent or designee. The Level Three administrator shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and Level Two and identified in the Level Three appeal notice. At the conference, the complainant may provide information concerning any documents or information relied upon by the administration for the Level Two decision. The Level Three administrator may set reasonable time limits for the conference.

The Level Three administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Three administrator may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes will help resolve the complaint.

Level Four

If the complainant did not receive the relief requested at Level Three or if the time for a response has expired, the complainant may appeal the decision to the Board.

The appeal notice shall be filed in writing, on a form provided by the District, within ten days of the date of the written Level Three response or, if no response was received, within ten days of the Level Three response deadline.

The Superintendent or designee shall inform the complainant of the date, time, and place of the Board meeting at which the complaint will be on the agenda for submission to the Board.

The Superintendent or designee shall provide the Board with the record of the Level Three appeal. The complainant may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One and Level Two records.
2. The notice of appeal from Level Two to Level Three.
3. The written response issued at Level Three and any attachments.
4. All other documents relied upon by the administration in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level Four hearing the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the complainant no-

tice of the nature of the evidence at least three days before the hearing.

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

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. *Family Code 261.406(b)*

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

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

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

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

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. *19 TAC 61.1051(b)(1)*

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

The policies must 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:

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:
 - 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>

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

Business
Representatives
and Community
Members

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

Meetings	A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. <i>Education Code 11.251(b)</i>
Public Meetings	The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. <i>Education Code 11.252(e)</i>
Communications	District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. <i>Education Code 11.252(e)</i>
Consultation	A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. <i>Education Code 11.252(f)</i>
Responsibilities	The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. <i>Education Code 11.252(a)</i> [See District Improvement Plan at BQ(LEGAL)]
District Plan	Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. <i>Education Code 7.065(e)</i>
Dropout Prevention Review	A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including: <ol style="list-style-type: none">1. The results of the audit of dropout records;2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;3. The number of students who enter a high school equivalency certificate program and:<ol style="list-style-type: none">a. Do not complete the program,b. Complete the program but do not take the high school equivalency examination, or

- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

**Districtwide
Educational
Improvement
Council**

In compliance with Education Code 11.251, the District shall annually establish a Districtwide Educational Improvement Council comprised of campus- and District-level professional staff, parents, community residents, and business representatives. The purpose of this Council is to advise the Board and Superintendent (or designee) on the planning, operation, supervision, and evaluation of the District's education program.

The Council shall serve exclusively in an advisory role.

**General
Requirements**

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the Council. [See also DGA] Two-thirds of the elected professional staff representatives for the Council shall be classroom teachers. The remaining staff representatives shall consist of campus- and District-level professional staff members. Other members serving on the Council shall include parents, community residents, and business representatives.

Composition

The Council shall consist of:

1. At least one District-level curriculum staff member;
2. Three representatives from the Superintendent's Parent Advisory Committee (one each: elementary, middle, high school);
3. Three representatives from the VIPS selected by the VIPS coordinating board (one each: elementary, middle, high school);
4. Two business representatives nominated by the PIE coordinator;
5. One teacher representative from each campus; and
6. These representatives from each cluster group:
 - a. One nonteaching professional staff member;
 - b. One parent;
 - c. One community resident;
 - d. One business representative.

The cluster groups (for election of delegates) shall be based on geographic area and feeder patterns as much as possible.

The administration shall annually review cluster group assignments and then inform principals about the groupings so that election of delegates may occur. The number of cluster groups shall at least equal the number of four-year high schools in the District, to allow for representation from each geographic area.

Selection of community residents and business representatives should ensure appropriate representation of the community's diversity.

Eligibility

Nominees for professional staff representatives to the Districtwide Educational Improvement Council shall be full-time, nonprobationary employees.

Professional Staff Representatives

Each fall, the Superintendent shall appoint one or more District-level curriculum staff members to serve on the DEIC.

Elections to determine campus-based professional staff representatives for the DEIC shall be held in the fall of each year at a time designated by the Board or its designee. All teachers on each campus shall be eligible to vote on the teacher representative allocated to that campus, as per this policy; and all nonteaching professional employees shall vote on a representative from their cluster group. The candidates receiving the most votes shall be elected to represent the campus or cluster.

Other Representatives

In the fall, principals from each cluster group shall collaborate on a process for selecting other representatives for their geographic group (Pre-K–12 vertical team, when possible): (a) one nonteaching professional staff member; (b) one parent; (c) one community resident; (d) one business representative.

Term of Office

All representatives shall serve from their date of election/selection until the new council is named the following school year. Representatives may serve for more than one term. The process used in the fall for selection/election of representatives shall be followed if a vacancy occurs during a term.

Meetings

The Board, or its designee, shall appoint the chairperson of the Council, set its agenda, and shall schedule a minimum of four meetings during the school year. All meetings shall be held outside regular school hours.

Systematic Communication

Procedures shall be established to ensure two-way communication between the DEIC and other stakeholders with regards to the District's educational program and student learning outcomes.

Other Advisory Groups

The existence of the Districtwide Educational Improvement Council shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist in matters pertaining to District instruction.

**Student Code of
Conduct**

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.
2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP.
3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].
4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:
 - a. Self-defense;
 - b. Intent or lack of intent at the time the student engaged in the conduct;
 - c. A student's disciplinary history;
 - d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
 - e. A student's status in the conservatorship of the Department of Family and Protective Services; or
 - f. A student's status as a student who is homeless.
5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.
6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.
7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. "Bullying" has the meaning provided by Education Code 37.0832. [See

FFI] “Harassment” means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health or safety. “Hit list” means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:
 - a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;
 - b. Disciplining students; and
 - c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.
9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

Education Code 37.001(a)-(b-1), (e)

Law Enforcement
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel [see CKE] must be included in the Student Code of Conduct. *Education Code 37.081(d)(2)*

Changes in SCOC

Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.

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Posting	<p>The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.</p> <p><i>Education Code 37.001(b-1)-(c)</i></p>
Notice to Parents	<p>Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. <i>Education Code 37.001(d)</i></p>
<i>Noncustodial Parent</i>	<p>A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. <i>Education Code 37.0091</i></p>
Copies to Staff	<p>The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. <i>Education Code 37.018</i></p>
Campus Behavior Coordinator	<p>A person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.</p> <p>The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.</p>
Duties	<p>The specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.</p>
Notice to Parents	<p>The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.</p> <p>A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.</p>

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

Education Code 37.0012

Website
Requirement

A district shall post on the district's website, for each campus, the email address and dedicated telephone number of a person clearly identified as:

1. The campus behavior coordinator; or
2. If the district has been designated as a district of innovation under Education Code Chapter 12A [see AF] and is exempt from the requirement to designate a campus behavior coordinator under the district's local innovation plan, a campus administrator designated as being responsible for student discipline.

Education Code 26.015

**No Unsupervised
Setting**

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

**Continuation of
Disciplinary Action**

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

"Disciplinary action" means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

"District or school" includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

Education Code 37.022

**Opportunity to
Complete Courses**

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year,

each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

Alternative Means to Receive Coursework

A district shall provide to a student during the period of the student's suspension under Education Code 37.005, regardless of whether the student is placed in in-school or out-of-school suspension, an alternative means of receiving all coursework provided in the classes in the foundation curriculum under Education Code 28.002(a)(1) that the student misses as a result of the suspension. A district must provide at least one option for receiving the coursework that does not require the use of the internet. *Education Code 37.005(e)*

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

“Seclusion” means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h)

Exceptions

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

<i>Law Enforcement Duties</i>	<p>“Law enforcement duties” means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.</p> <p><i>Education Code 37.0021(b)(4), (g)</i></p> <p>[For information on seclusion involving students in special education, see FOF.]</p>
Officer or Security Personnel Use of Restraint or Taser	<p>“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.</p>
Definitions	<p>“Taser” means a device manufactured, sold, or distributed by Taser International, Incorporated, that is intended, designed, made, or adapted to incapacitate a person by inflicting an electrical charge through the emission of a projectile or conductive stream. The term, for purposes of this provision, includes a similar device manufactured, sold, or distributed by another person.</p>
Prohibition	<p>A peace officer performing law enforcement duties or school security personnel performing security-related duties on school property or at a school-sponsored or school-related activity may not restrain or use a chemical irritant spray or Taser on a student enrolled in fifth grade or below unless the student poses a serious risk of harm to the student or another person.</p> <p><i>Education Code 37.0021(b)(1), (b)(5), (j)</i></p> <p>[For information on restraint involving students in special education, see FOF.]</p>
Restraint Reports	<p>A district shall report electronically to the Texas Education Agency (TEA), in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. <i>Education Code 37.0021(i)</i></p>
Corporal Punishment	<p>If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student’s parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. <i>Education Code 37.0011(b)</i></p>

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Parent Statement	To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)-(d)</i>
Definition	"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. <i>Education Code 37.0011(a)</i>
Use of Force to Maintain Discipline	The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. <i>Penal Code 9.62</i>
Aversive Techniques	A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student. "Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that: <ol style="list-style-type: none"><li data-bbox="560 1428 1438 1528">1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];<li data-bbox="560 1554 1438 1690">2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;<li data-bbox="560 1711 1438 1780">3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;<li data-bbox="560 1801 1438 1866">4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;

5. Ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
6. Employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;
7. Impairs the student's breathing, including any procedure that involves:
 - a. Applying pressure to the student's torso or neck; or
 - b. Obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;
8. Restricts the student's circulation;
9. Secures the student to a stationary object while the student is in a sitting or standing position;
10. Inhibits, reduces, or hinders the student's ability to communicate;
11. Involves the use of a chemical restraint;
12. Constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or
13. Except as provided below, deprives the student of the use of one or more of the student's senses.

Education Code 37.0023(a)-(b)

An aversive technique that deprives the student of the use of one or more of the student's senses may be used if the technique is executed in a manner that:

1. Does not cause the student discomfort or pain; or
2. Complies with the student's individualized education program or behavior intervention plan.

Nothing in this section may be construed to prohibit a teacher from removing a student from class under Education Code 37.002. [See FOA]

Education Code 37.0023(c)-(d)

Videotapes and Recordings

A district employee is not required to obtain the consent of a child's parent before the employee may make a videotape of the child or authorize the recording of the child's voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)*

Teacher Documentation

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A district may not discipline a teacher on the basis of the submitted documentation. *Education Code 37.002(b-1)*

Reports

Disciplinary
Alternative
Education
Programs

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the placement was based on:
 - a. Conduct violating the Student Code of Conduct;
 - b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
 - c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
 - d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

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1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the expulsion was based on:
 - a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
 - b. Conduct for which expulsion is permitted;
3. The number of full or partial days the student was expelled;
4. Information indicating whether:
 - a. The student was placed in a JJAEP;
 - b. The student was placed in a DAEP; or
 - c. The student was not placed in a JJAEP or other alternative education program; and
5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Out-of-School
Suspensions

For each out-of-school suspension under Education Code 37.005, a district shall report:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating the basis for the suspension;
3. The number of full or partial days the student was suspended; and
4. The number of out-of-school suspensions that were inconsistent with the guidelines included in the Student Code of Conduct under Education Code 37.001(a)(3) [see Student Code of Conduct, item 3, above].

Education Code 37.020

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

STUDENT DISCIPLINE

FO
(LOCAL)

4. Control an irrational student.
5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law.
[See FOF(LEGAL)]

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Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

Policy
Requirements

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must include:

1. A definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021;
2. A clear statement that dating violence is not tolerated at school; and
3. Reporting procedures and guidelines for students who are victims of dating violence, including a procedure for immediately notifying the parent or guardian of a student about a report received by the district identifying the student as an alleged victim or perpetrator of dating violence.

A dating violence policy must also address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Student Resources

To the extent possible, a district shall make available to students age-appropriate educational materials that include information on the dangers of dating violence and resources to students seeking help. *Education Code 37.0831(c)*

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. *20 U.S.C. 1681 (Title IX)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681* [See also FB regarding Title IX]

Designation of
Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

Parties Entitled to
Notice

The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. *34 C.F.R. 106.8(a)*

Notification of Policy

A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX

not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication
Requirements

A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

Note: To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of Title IX sexual harassment in an education program or activity and against a person in the United States as the district's "Title IX formal complaint process."

Adopting and
Publishing
Complaint
Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)-(d)

Response to Sexual
Harassment

Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to a district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Consent” is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Supportive measures" means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

*Deliberate
Indifference*

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

*Education
Program or
Activity*

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over

both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

**Title IX Coordinator
Response**

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

***Supportive
Measures
Required***

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

***Constitutional
Restrictions***

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

***Response to a
Formal Complaint***

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

***Emergency
Removal***

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

*Administrative
Leave*

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX
Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the dis-

trict's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including

faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

*Notice of
Allegations*

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identities of the parties involved in the incident, if known;
 - b. The conduct allegedly constituting sexual harassment; and
 - c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must pro-

vide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

*Dismissal of a
Formal Complaint*

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

*Consolidation of
Formal
Complaints*

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular "party," "complainant," or "respondent" include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and

which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];

2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each

party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

*Implementation
of Remedies*

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the deter-

mination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Title IX Formal Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

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

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

Prohibited Harassment

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

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment
Examples

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

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

Gender-Based Harassment
Examples

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

Dating Violence

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

Guidance pertaining to addressing safety planning, enforcement of protective orders, school-based alternatives to protective orders, and counseling for affected students when dealing with instances of dating violence may be found in the Student Handbook, Student Code of Conduct, and FFH(REGULATION).

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

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student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

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

Employee Report

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

*Definition of
District Officials*

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

*Title IX
Coordinator*

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

*ADA /
Section 504
Coordinator*

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

Superintendent

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

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

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

Timely Reporting

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

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

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

**Investigation of
Reports Other Than
Title IX**

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

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

Initial Assessment

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

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

Interim Action

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

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District

shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Response to Sexual Harassment—Title IX

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

General Response

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

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

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

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

Title IX Formal Complaint Process

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

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

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

Retaliation

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

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

**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)

[For more information on mental health training for district employees, see DMA.]

**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.

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

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

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

Internet Posting

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

Education Code 37.0832

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	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.
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	If the results of an investigation indicate that bullying occurred, the District official, principal, or designee 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>	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>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>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District official, principal, or designee may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

Note: For information about mental health curriculum and SHAC responsibilities, see EHAA. For information about threat assessments, see FFB. For personnel information about mental health professionals, see DP.

Mental Health Condition

“Mental health condition” means a persistent or recurrent pattern of thoughts, feelings, or behaviors that:

1. Constitutes a mental illness, disease, or disorder, other than or in addition to epilepsy, substance abuse, or an intellectual disability; or
2. Impairs a person's social, emotional, or educational functioning and increases the risk of developing such a condition.

Education Code 5.001(5-a)

Student Programs

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

Subject Areas

The list must include programs and practices in the following areas:

1. Early mental health prevention and intervention;
2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse prevention and intervention;
4. Suicide prevention, intervention, and postvention;
5. Grief-informed and trauma-informed practices;
6. Positive school climates;
7. Positive behavior interventions and supports;
8. Positive youth development; and
9. Safe, supportive, and positive school climate.

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

[For information on employee training, see DMA.]

Practices and
Procedures

A district shall develop practices and procedures concerning each area listed above, including mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, that:

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;
2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;
5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and
6. Include procedures:
 - a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

b. For suicide prevention, intervention, and postvention.

The practices and procedures may address multiple subject areas [see Subject Areas, above]. The practices and procedures must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The practices and procedures developed must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

Nothing in these provisions is intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. Practices and procedures developed in accordance with these provisions are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. These provisions do not give districts the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

"Postvention" includes activities that promote healing necessary to reduce the risk of suicide by a person affected by the suicide of another.

Education Code 38.351(a)-(f), (i)-(o)

Immunity

The above requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Education Code 38.352*

**Student
Identification Cards**

Each student identification card issued by a public school to a student in grade six or higher must have printed on the card the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line. The student identification card may have printed on the card the contact information for a local suicide prevention hotline, if available. *Education Code 38.353*

**Consent to
Examinations, Tests,
or Treatment**

A district employee must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or

2. State or federal law regarding requirements for special education.

Education Code 26.009(a)(1) [See FNG]

[For more information about consent to medical treatment, including psychological treatment, see FFAC. For information about consent to counseling, see FFEA.]

Professional's Authority

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

Exception: Court Order

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

Family Code 32.004(b), (c)

[See DP for more information about LSSP and school counselor responsibilities.]

Consent to LSSP

Informed consent for a licensed specialist in school psychology (LSSP) must be obtained in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the U.S. Department of Education's rules governing parental consent when delivering school psychological services in the public schools, and is considered to meet the requirements for informed consent under the Texas State Board of Examiners of Psychologists (TSBEP) rules. No additional informed consent, specific to any Texas Behavioral Health Executive Council (TBHEC) rules, is necessary in this context. Licensees providing psychological services under 22 Administrative Code 465.38(e)(2), however, must obtain informed consent as otherwise required by the TBHEC rules. 22 TAC 465.38(g)

Professional
Immunity

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct. *Family Code 32.004(d)*

Outside Counselors

Neither a district nor an employee of a district may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the district does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.
2. Discloses to the student's parent, managing conservator, or guardian any relationship between the district and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate district personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

Education Code 38.010

[See FFEA for information on the comprehensive guidance program. See FFB for mental health-care services provided by the threat assessment and safe and supportive school team.]

**Psychotropics and
Psychiatric
Evaluations**

A district employee may not:

1. Recommend that a student use a psychotropic drug; or
2. Suggest any particular diagnosis; or
3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or
2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or
3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

A board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016. [See FFAC]

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.0511 or other law or a district's sovereign or governmental immunity.

Nonphysician mental health professional has the meaning assigned by Education Code 38.0101 [see DP].

Education Code 38.016

[For information regarding administration of medication, see FFAC.]

Child Abuse
Reporting

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 FFG]

Parental Notice of Assistance for Learning Difficulties

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include:
 - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
 - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
 - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
 - d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
 - e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

Education Code 26.0081(d)-(e)

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

Dyslexia and Related Disorders

Dyslexia is an example of and meets the definition of a specific learning disability under the Individuals with Disabilities Education Act (IDEA) [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evalua-

tion or use of a reading diagnosis under Education Codes 28.006 [see EKC] or 38.003 [see below], and that the student may be a child with a disability under IDEA, the district must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency (TEA) explaining the rights available under the Individuals with Disabilities Education Act that may be additional to the rights available under Section 504 [see FB];
2. Comply with all federal and state requirements, including the [Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders](#)¹, as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and
3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

Education Code 29.0031(a)

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

District procedures must be implemented according to 19 Administrative Code 74.28. Districts shall provide a copy or a link to the electronic version of the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* to parents of children suspected to have dyslexia or a related disorder.

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28.

19 TAC 74.28(a)-(c), (l)-(m)

Policy Required

In accordance with the program approved by the SBOE [see Screening, Testing, and Identification, below], the board shall provide for the treatment of any student determined to have dyslexia or a related disorder and adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE to implement the program, including:

1. The *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, as adopted by the SBOE, and its subsequent amendments; and
2. Guidance published by the commissioner to assist the district in implementing the program.

Education Code 38.003(b)

Compliance
Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(n)*

Special Education
Evaluation

The multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Occupations Code Chapter 403;
2. Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Education Code 7.102 and 38.003; or
3. If a person qualified under item 1 or 2 is not available, meet the applicable training requirements adopted by the SBOE pursuant to Education Code 7.102 and 38.003.

A member of a multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services must sign a document describing the member's participation in the evaluation of the student and any resulting individualized education program developed for the student.

Education Code 29.0031(b)-(c)

Screening, Testing,
and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. *Education Code 38.003(a)*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the *Dyslexia Handbook*, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

19 TAC 74.28(d), (j)

Parent Notification

At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.

IDEA Notice

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the IDEA, a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under Education Code 26.0081. [See EHBAE and FB]

Options and Services

Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response

to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.

19 TAC 74.28(f)-(h)

Parent Education

A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include:

1. Awareness and characteristics of dyslexia and related disorders;
2. Information on testing and diagnosis of dyslexia and related disorders;
3. Information on effective strategies for teaching students with dyslexia and related disorders;
4. Information on qualifications of those delivering services to students with dyslexia and related disorders;
5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and
7. Contact information for the relevant regional and/or district specialists.

Education Code 38.003; 19 TAC 74.28(i)

Progress Reports

At least once each grading period, and more often if provided for in a student's individualized education program, a district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the student's progress as a result of the student receiving that instruction. *Education Code 20.0031(d)*

Services

Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. *19 TAC 74.28(i)*

Providers of
Dyslexia Instruction

A provider of dyslexia instruction to students with dyslexia and related disorders must be fully trained in the district's adopted instructional materials for students with dyslexia and is not required

to hold a certificate or permit in special education issued under Education Code Chapter 21, Subchapter B unless the provider is employed in a special education position that requires the certification.

The completion of a literacy achievement academy under Education Code 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements of this provision.

Education Code 29.0032

Reading Program

A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.

19 TAC 74.28(e)

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*

Audiobook Program
Notification

A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. *Education Code 28.006(g-2)*

¹ *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*: <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.