

# **Splendoria Independent School District**

## **District Improvement Plan**

**2024-2025**



# Mission Statement

Cultivating Exceptional People

## Vision

Right People

Right Things

Right Way

Right Resources

Right Relationships

## Value Statement

Every child has strengths and talents. Splendor ISD will focus on these strengths and talents regardless of a test score. To do anything less neglects our duty as parents, educators, and community members.

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# Comprehensive Needs Assessment

## Student Learning & Progress

### Student Learning & Progress Summary

#### District Goal Summary: Student Learning and Progress

The district aims to achieve equitable outcomes for all students by equipping campuses with the necessary training, data analysis tools, and intervention strategies, while promoting collaboration through Professional Learning Communities (PLCs) and targeted instructional practices.

#### Key Strategies:

- 1. Professional Development on Instructional Strategies and Data-Driven Instruction:**  
Teachers will receive training focused on small group instruction and data analysis to ensure all student groups are progressing equitably. Targeted development will also help teachers design product focused activities that aligns with TEKS standards and promotes mastery of key skills.
- 2. Targeted Interventions and Support for At-Risk and Emergent Bilingual Students:**  
The district will offer resources for individualized language plans and tiered interventions for struggling students. Regular data tracking will be used to monitor progress and effectiveness of these interventions.
- 3. Enhancing PLC and Lesson Design for TEKS-Aligned Instruction:**  
Collaborative PLC and lesson planning will focus on aligning instruction with TEKS standards, regularly revisiting strategies through data-driven discussions. A district-wide standards tracking tool will help monitor student mastery and guide instructional adjustments.
- 4. Student-Centered Learning Tools and Accountability:**  
Essential Questions will be integrated into classrooms to promote engagement and reflection. Teachers will use student responses in PLC meetings to drive instructional decisions and support ongoing learning.
- 5. Fostering Continuous Improvement through Professional Development:**  
The district will ensure all professional development aligns with the strategic plan, offering sessions that address both academic and social-emotional needs. Teachers will reflect on and adjust their lesson designs using data, ensuring steady student growth throughout the year.

This comprehensive approach will help raise student performance and ensure consistent progress for all student groups, with targeted support for those who need it most.

## Student Learning & Progress Strengths

### Strengths of the District Goal Summary: Student Learning and Progress

- 1. Focus on Equitable Outcomes:**

The district prioritizes equity by providing targeted support and ensuring that all student groups, including at-risk and emergent bilingual students, have the tools needed for success.

**2. Comprehensive Professional Development:**

Training is provided for teachers during the summer months and scheduled professional development days.

**3. Data-Driven Instruction and Monitoring:**

Regular data analysis through PLCs and progress monitoring helps teachers make informed decisions, identify areas for improvement, and ensure that students are progressing toward mastery of key skills.

**4. Targeted Interventions for At-Risk Students:**

The district's commitment to tiered interventions and individualized language plans addresses the needs of struggling and emergent bilingual students, promoting growth and closing learning gaps.

**5. Collaborative Planning and Structured Support:**

The use of PLCs for collaborative lesson design ensures alignment with TEKS standards and fosters a culture of shared accountability. Teachers benefit from regular, structured opportunities to adjust instruction based on student needs.

**6. Student-Centered Learning and Accountability:**

Tools like the integration of Essential Questions promote student engagement, ownership of learning, and accountability for tracking their progress.

**7. Continuous Reflection and Improvement:**

The district promotes continuous improvement by aligning professional development with the strategic plan, encouraging reflection, and using data to adjust instruction to enhance student achievement.

**8. Support for Social-Emotional Learning:**

Professional development includes a focus on social-emotional and behavioral needs, ensuring that the whole child is supported in the learning process, which can lead to better academic outcomes.

This strengths-based approach positions the district to effectively support teachers and students, fostering growth and achievement across all student groups.

## Barriers Identifying Student Learning & Progress Needs

**Barrier 1:** Inconsistent Implementation of Professional Development: While the district provides training on instructional strategies, ensuring consistent application of these strategies across all campuses can be challenging. Some teachers may struggle to integrate new techniques or may lack follow-up support, leading to uneven results in student progress. **Root Cause:** A possible root cause of inconsistent implementation of professional development could be insufficient follow-up support and monitoring after initial training sessions. While professional development is provided, without ongoing coaching, feedback, or time for teachers to practice and refine new strategies, they may struggle to fully integrate these techniques into their daily instruction.

**Barrier 2 (Prioritized):** Limited Capacity for Data-Driven Instruction: Teachers may lack the time, expertise, or tools to effectively analyze data and adjust instruction accordingly. Insufficient access to real-time data or a lack of ongoing professional development in data analysis can hinder the ability to track student progress and make timely instructional changes. **Root Cause:** A possible root cause of the limited capacity for data-driven instruction could be inadequate time and resources allocated for data analysis and instructional

adjustment. Teachers are often tasked with multiple responsibilities, such as lesson planning, classroom management, grading, and meeting diverse student needs, leaving little time for in-depth data analysis.

**Barrier 3 (Prioritized):** Challenges in Supporting At-Risk and Emergent Bilingual Students: Implementing individualized language plans and tiered interventions may be complicated by limited staff capacity, lack of resources, or varying levels of teacher expertise in addressing the needs of diverse learners. Maintaining regular data tracking for these groups can be time-consuming and may face resource constraints. **Root Cause:** A possible root cause of challenges in supporting at-risk and emergent bilingual students could be insufficient staffing and specialized training. Limited availability of interventionists or bilingual specialists, coupled with varying levels of teacher expertise in differentiating instruction for diverse learners, may hinder the effective implementation of interventions.

**Barrier 4 (Prioritized):**

Collaborative Planning Time in PLCs: Providing sufficient time for teachers to collaborate in Professional Learning Communities (PLCs) and design TEKS-aligned lessons can be difficult due to scheduling conflicts or high demands on teachers' time. Without regular, structured collaboration, lesson planning may not be consistently aligned with the district's goals. **Root Cause:** A possible root cause of challenges with collaborative planning time in PLCs is competing demands on teachers' time and scheduling constraints. Teachers often face heavy workloads that limit their availability for dedicated, structured collaboration. Additionally, differences in schedules across grade levels, subjects, or departments can make it difficult to align common planning times.

**Barrier 5:** Resistance to Change: Teachers and staff may resist adopting new instructional methods, especially if they feel overwhelmed by other responsibilities or if there is a lack of clear communication about the benefits of the new strategies. Resistance to change can slow the adoption of data-driven instruction, new intervention strategies, or instructional practices aligned with TEKS standards. **Root Cause:** A possible root cause of resistance to change is insufficient support and communication around the rationale and benefits of new instructional methods. Teachers may feel overwhelmed by existing responsibilities and hesitant to adopt unfamiliar strategies, particularly if they perceive the changes as adding to their workload without clear evidence of positive impact.

**Barrier 6:** Sustaining Engagement with Continuous Improvement: While professional development may be offered, sustaining teacher engagement throughout the year can be a challenge. Some teachers may not feel the immediate relevance of certain training sessions or may struggle to consistently apply the lessons learned in their classroom settings. **Root Cause:** A root cause of limited engagement with continuous improvement is the disconnect between professional development and immediate classroom needs. Teachers may struggle to apply training if it doesn't directly address their daily challenges, leading to reduced motivation and inconsistent implementation over time.

**Barrier 7:** Student Engagement with Accountability Measures: Encouraging students to fully engage with essential questions and other accountability measures can be difficult, particularly if students do not see the immediate value or if the instructional design does not adequately cater to diverse learning needs. **Root Cause:** A root cause of limited student engagement with accountability measures is students' lack of perceived value or connection to their learning needs. This can hinder motivation and reflective practices, impacting continuous learning.

# Community Engagement & Partnerships

## Community Engagement & Partnerships Summary

### District Goal Summary: Community Engagement and Partnerships

The district aims to support campuses in strengthening community engagement, improving parent communication, and facilitating effective event planning throughout the school year to foster collaboration and showcase student achievements.

#### Key Strategies:

**1. Guidance for Committee Organization and Event Planning:**

The district will help campuses establish committees with clear roles and expectations. These committees will meet every nine weeks to plan events such as open houses and multilingual showcases. The district will provide event planning templates, ensure alignment with campus goals, and distribute parent feedback surveys to gather input for future improvements.

**2. Enhancing Parent Communication Systems:**

To increase parent engagement, the district will ensure that Skyward access instructions are sent out every nine weeks in both Spanish and English. Technical support will be provided to generate reports identifying parents without email accounts. In cases where families do not use email, phone calls will be made, and communication will be supported through translation tools to reach non-English/Spanish speakers.

**3. Facilitating a Special Events Calendar:**

The district will assist in creating a special events calendar, requiring team leaders, club sponsors, and PTO officers to add upcoming events one month in advance. This calendar will help keep event planning organized and accessible to staff and families.

**4. Ensuring Timely and Precise Communication with Stakeholders:**

The district will support the campus by providing training and tools to enhance communication with parents and stakeholders. Timely notifications will be encouraged through various channels, including emails, newsletters, and phone calls, ensuring parents are well-informed about campus events.

By strengthening community partnerships and improving communication systems, these strategies aim to foster stronger connections between families, campuses, and the district, ultimately enhancing student success and engagement.

## Community Engagement & Partnerships Strengths

### Strengths of the District in Community Engagement and Partnerships

**1. Structured Event Planning and Organization Support:**

The district recognizes the need for more structure and communication when providing events for the students, parents and community.

**2. Comprehensive Parent Communication Systems:**

The district's focus on increasing parent communication, especially by sending out Skyward access instructions in both Spanish and English every nine weeks, demonstrates a commitment to inclusivity. Technical support for identifying families without email and personalized phone calls with translation tools for non-English speakers enhance the reach and accessibility of communication.

### 3. Collaborative Special Events Calendar:

By assisting campuses in developing a special events calendar, the district ensures that all events are well-coordinated and communicated in advance. This promotes transparency and helps families stay informed about upcoming events, improving participation and engagement.

### 4. Timely and Multilingual Communication:

The district recognizes the importance in providing training and tools to ensure timely and clear communication with stakeholders. Using multiple communication channels, including emails, newsletters, and phone calls, ensures that important information reaches all families, regardless of language or technological access.

### 5. Commitment to Feedback and Continuous Improvement:

The district's approach to gathering parent feedback through surveys for event planning reflects its commitment to continuous improvement. This feedback-driven process ensures that future events are aligned with community needs and expectations, promoting stronger partnerships.

These strengths highlight the district's focus on inclusive, organized, and consistent communication and event planning to foster a collaborative environment that enhances community engagement and supports student achievement.

## Barriers Identifying Community Engagement & Partnerships Needs

**Barrier 1:** Limited Participation: Difficulty in getting parents, community members, and staff to consistently participate in committees or events due to conflicting schedules or lack of interest. **Root Cause:** conflicting schedules, which can make it challenging for individuals to prioritize involvement. Additionally, a lack of interest or awareness about the benefits of participation may contribute to lower engagement levels. Without effective outreach or incentives to participate, many potential members may feel disconnected from the school community, further diminishing their involvement.

**Barrier 2:** Communication Gaps: Parents may not receive or understand communications sent via Skyward or other platforms, particularly those who lack internet access or proficiency in English/Spanish. **Root Cause:** Parents may not receive or understand communications sent through Skyward or other platforms due to limited internet access or language proficiency in English and Spanish. This can result in missed information and reduced engagement.

**Barrier 3:** Resource Limitations: Insufficient staff or financial resources may hinder effective planning and execution of events, reducing the overall quality and impact of community engagement efforts. **Root Cause:** Insufficient staff or financial resources can impede effective event planning and execution, negatively impacting the quality and effectiveness of community engagement efforts.

**Barrier 4:** Inadequate Feedback Mechanisms: Low response rates on parent feedback surveys can result in a lack of valuable insights to inform future event planning and improvement efforts. **Root Cause:** Low response rates on parent feedback surveys may lead to a lack of valuable insights for informing future event planning and improvements.

**Barrier 5 (Prioritized):** Sustaining Engagement: Maintaining consistent interest and involvement from parents and community members over time can be challenging, especially if they do not see immediate benefits. **Root Cause:** Consistently maintaining interest and involvement from parents and community members can be difficult, especially if they don't perceive immediate benefits.

**Barrier 6:** Technical Challenges: Issues with technology, such as difficulty accessing platforms or using translation tools, may limit effective communication with non-English speakers. **Root Cause:** Technology issues, like difficulties accessing platforms or using translation tools, can hinder effective communication with non-English speakers.

**Barrier 7 (Prioritized):** Scheduling Conflicts: Coordinating the schedules of committee members and other stakeholders for regular meetings can be problematic, leading to ineffective planning and follow-through on initiatives. **Root Cause:** Coordinating committee members' and stakeholders' schedules for regular meetings can be challenging, resulting in ineffective planning and follow-through on initiatives.



# Professional Learning & Quality Staff

## Professional Learning & Quality Staff Summary

### District Goal Summary: Retaining High-Quality Teachers and Staff

The district aims to support campuses in retaining high-quality teachers and staff by fostering a culture of recognition, providing personalized affirmation, and offering targeted professional development.

#### Key Strategies:

**1. Culture of Recognition and Appreciation:**

The district will promote weekly and monthly recognition efforts, including public acknowledgments through platforms like LiveSchool, newsletters, and social media, as well as campus parades for Teacher and Staff Member of the Month. Regular check-ins between campus leaders and staff will ensure consistent feedback and personal engagement.

**2. Personalized Affirmation Systems:**

Campuses will be encouraged to survey teachers and staff to understand their preferred methods of recognition and implement a variety of affirmation techniques, such as handwritten notes, "Cat compliments," and other incentives, to meet individual preferences.

**3. Professional Development Resources:**

The district will ensure that all departments have access to the necessary district resources. Professional development will be scheduled intentionally to expose staff to relevant materials and support their growth.

**4. Strategic Alignment of Professional Development:**

A year-long professional development schedule will be created to align with each campus's strategic goals, ensuring that all PD days focus on curriculum internalization and instructional strategies that enhance teaching and learning outcomes.

**5. Tailored Learning Opportunities:**

Staff will be offered personalized professional learning through breakout sessions addressing academic, behavioral, and social-emotional needs. Leadership development will be promoted by encouraging teachers to lead PD sessions, fostering collaboration and continuous improvement.

**6. Staff Engagement and Success Metrics:**

Staff engagement surveys will track satisfaction, aiming for 90% of teachers and staff to report feeling valued by campus leadership by the end of the 2024-2025 school year.

These strategies will help create a supportive, motivating environment that fosters teacher retention and professional growth.

## Professional Learning & Quality Staff Strengths

### Strengths of the District in Retaining High-Quality Teachers and Staff:

**1. Consistent Recognition and Appreciation:**

- Weekly recognition through various platforms (LiveSchool, newsletters, announcements) and monthly celebrations (Teacher/Staff Member of the Month) foster a culture of appreciation and boost morale.

- Regular recognition reinforces the value of teachers and staff, ensuring they feel seen and acknowledged.

## 2. Personalized Affirmation:

- Conducting interest surveys to understand how teachers and staff prefer to be recognized allows for personalized engagement, making affirmations more meaningful.
- Daily affirmation events (e.g., handwritten notes, compliments) cater to individual preferences, helping to build stronger relationships and improve staff well-being.

## 3. Department-Specific Professional Development:

- Providing tailored resources and support ensures all staff members have access to necessary tools and professional development, enhancing job satisfaction and effectiveness.
- Clear channels for requesting resources foster responsiveness to staff needs.

## 4. Alignment with Strategic Goals:

- A year-long professional development schedule that aligns with the strategic plan ensures that all training is purposeful and directly supports campus objectives.
- Emphasis on instructional design meetings and curriculum internalization helps staff stay focused on goals that drive student success.

## 5. Tailored Professional Learning Opportunities:

- Offering breakout sessions that cater to different professional needs (academic, behavioral, social-emotional) provides flexibility and allows staff to focus on personal and professional growth.
- Encouraging teachers to lead professional development builds leadership capacity and promotes collaboration.

## 6. Ongoing Feedback and Engagement:

- Weekly check-ins between leadership and staff promote open communication, addressing both personal and professional needs, fostering trust, and maintaining consistent feedback loops.
- Using staff engagement surveys to measure success ensures data-driven adjustments and promotes a culture of continuous improvement, aiming for high satisfaction levels (90% by 2024-2025).

These strengths support teacher retention by fostering a positive work environment, providing targeted professional growth, and encouraging personal connections between staff and leadership.

## Barriers Identifying Professional Learning & Quality Staff Needs

**Barrier 1 (Prioritized):** Limited Time and Resources for Recognition: Administrators and leadership may struggle to find the time or resources to consistently recognize staff through weekly newsletters, social media announcements, or campus parades. The demands of managing daily operations could take precedence, leading to inconsistent implementation of recognition efforts. **Root Cause:** Lack of scheduled time and resources to recognize staff

**Barrier 2:** Resistance to Change or Personalization: Some teachers or staff members might resist new systems of personalized affirmation if they feel uncomfortable being publicly recognized or have differing preferences for how they want to receive feedback. Ensuring that affirmation systems are truly personalized may also be difficult in larger schools with many staff members. **Root Cause:** Lack of staff input on how they would prefer to be recognized.

**Barrier 3:** Budget Constraints: Implementing rewards, events, and affirmation systems often requires financial investment. Budget limitations could affect the ability to provide material incentives, certificates, or support for professional development, impacting the effectiveness of recognition and affirmation strategies. **Root Cause:** Budget constraints

causing a prioritization of funding

**Barrier 4 (Prioritized):** Access to Tailored Professional Development: Ensuring that all departments receive appropriate professional development resources can be challenging. Departments with fewer staff or specific needs may feel underserved if district-wide professional development doesn't align well with their unique subject matter. **Root Cause:** limited time for professional development

**Barrier 5:** Survey Participation and Honest Feedback: Achieving a 90% engagement rate in staff surveys might be difficult if staff are not motivated to participate or provide honest feedback. If teachers feel their input won't lead to real changes, survey results may not accurately reflect their satisfaction levels. **Root Cause:** Staff members not seeing the benefit of taking their time to fill out a survey

**Barrier 6 (Prioritized):** Leadership Capacity for Regular Check-Ins: Campus leaders may not have the bandwidth to consistently conduct meaningful weekly check-ins with all teachers and staff. This could limit the personal engagement and feedback loop that is key to the strategy's success. **Root Cause:** Campus leaders - organization and time management

**Barrier 7:** Cultural Differences in Recognition and Feedback: Recognizing the diverse cultural and personal preferences of staff members may present a challenge. What motivates one teacher may not be the same for another, requiring a nuanced approach to ensure affirmation and recognition resonate with everyone equally. **Root Cause:** Failure to effectively leverage the data from staff surveys

# Priority Barriers

**Barrier 1:** Limited Capacity for Data-Driven Instruction: Teachers may lack the time, expertise, or tools to effectively analyze data and adjust instruction accordingly. Insufficient access to real-time data or a lack of ongoing professional development in data analysis can hinder the ability to track student progress and make timely instructional changes.

**Root Cause 1:** A possible root cause of the limited capacity for data-driven instruction could be inadequate time and resources allocated for data analysis and instructional adjustment. Teachers are often tasked with multiple responsibilities, such as lesson planning, classroom management, grading, and meeting diverse student needs, leaving little time for in-depth data analysis.

**Barrier 1 Areas:** Student Learning & Progress

**Barrier 2:** Challenges in Supporting At-Risk and Emergent Bilingual Students: Implementing individualized language plans and tiered interventions may be complicated by limited staff capacity, lack of resources, or varying levels of teacher expertise in addressing the needs of diverse learners. Maintaining regular data tracking for these groups can be time-consuming and may face resource constraints.

**Root Cause 2:** A possible root cause of challenges in supporting at-risk and emergent bilingual students could be insufficient staffing and specialized training. Limited availability of interventionists or bilingual specialists, coupled with varying levels of teacher expertise in differentiating instruction for diverse learners, may hinder the effective implementation of interventions.

**Barrier 2 Areas:** Student Learning & Progress

**Barrier 3:** Collaborative Planning Time in PLCs: Providing sufficient time for teachers to collaborate in Professional Learning Communities (PLCs) and design TEKS-aligned lessons can be difficult due to scheduling conflicts or high demands on teachers' time. Without regular, structured collaboration, lesson planning may not be consistently aligned with the district's goals.

**Root Cause 3:** A possible root cause of challenges with collaborative planning time in PLCs is competing demands on teachers' time and scheduling constraints. Teachers often face heavy workloads that limit their availability for dedicated, structured collaboration. Additionally, differences in schedules across grade levels, subjects, or departments can make it difficult to align common planning times.

**Barrier 3 Areas:** Student Learning & Progress

**Barrier 4:** Sustaining Engagement: Maintaining consistent interest and involvement from parents and community members over time can be challenging, especially if they do not see immediate benefits.

**Root Cause 4:** Consistently maintaining interest and involvement from parents and community members can be difficult, especially if they don't perceive immediate benefits.

**Barrier 4 Areas:** Community Engagement & Partnerships

**Barrier 5:** Scheduling Conflicts: Coordinating the schedules of committee members and other stakeholders for regular meetings can be problematic, leading to ineffective planning and follow-through on initiatives.

**Root Cause 5:** Coordinating committee members' and stakeholders' schedules for regular meetings can be challenging, resulting in ineffective planning and follow-through on initiatives.

**Barrier 5 Areas:** Community Engagement & Partnerships

**Barrier 6:** Limited Time and Resources for Recognition: Administrators and leadership may struggle to find the time or resources to consistently recognize staff through weekly newsletters, social media announcements, or campus parades. The demands of managing daily operations could take precedence, leading to inconsistent implementation of recognition efforts.

**Root Cause 6:** Lack of scheduled time and resources to recognize staff

**Barrier 6 Areas:** Professional Learning & Quality Staff

**Barrier 7:** Access to Tailored Professional Development: Ensuring that all departments receive appropriate professional development resources can be challenging. Departments with fewer staff or specific needs may feel underserved if district-wide professional development doesn't align well with their unique subject matter.

**Root Cause 7:** limited time for professional development

**Barrier 7 Areas:** Professional Learning & Quality Staff

**Barrier 8:** Leadership Capacity for Regular Check-Ins: Campus leaders may not have the bandwidth to consistently conduct meaningful weekly check-ins with all teachers and staff. This could limit the personal engagement and feedback loop that is key to the strategy's success.

**Root Cause 8:** Campus leaders - organization and time management

**Barrier 8 Areas:** Professional Learning & Quality Staff

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Community Based Accountability System (CBAS)

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data





## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Pillars

## Pillar 1: Student Learning & Progress

**Key Question 1:** To what degree are all students demonstrating growth?

System Response (Goal) 1 Details	Reviews			
<b>System Response (Goal) 1:</b> Support campuses in achieving equitable outcomes for all students by providing training, data analysis tools, and intervention strategies, while fostering collaboration through PLCs and targeted instructional practices.	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

### Strategy 1: Provide Professional Development on Instructional Strategies and Data-Driven Instruction:

- \* Offer training to teachers on small group instructional specific to their subject area ensuring alignment with effective instructional strategies
- \* Support PLCs by focusing on disaggregated data analysis to ensure equitable student progress across all groups. Provide district-level support on using data for Tier 1 instruction, progress monitoring, and placing students into appropriate intervention groups to consistently track growth and student achievement.
- \* Provide teachers with targeted professional development on designing product-focused activities that align with TEKS standards and higher Depth of Knowledge (DOK) levels. This strategy will support mastery of key skills.

**Intended Audience:** teachers, PLC groups, instructional coaches, campus administration

**Provider / Presenter / Person Responsible:** Teaching & Learning Department

**Date(s) / Timeframe:** throughout the 2024-2025 school year

**Collaborating Departments:** Teaching & Learning Department

**Delivery Method:** varies

**Staff Responsible:** Teaching & Learning, Campus Administrators, Instructional Coaches

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

### Strategy 2: Targeted interventions and Individualized Plans for At-Risk and Emergent Bilingual Students:

- \* Offer resources for developing individualized language plans for emergent bilingual students to address specific learning needs and language development

goals.

\* Ensure that interventions for Tier 2 students are provided by subject teachers and that Tier 3 students receive targeted support from interventionists. Monitor the effectiveness of interventions by tracking student data regularly.

**Intended Audience:** teachers, PLC groups, intervention teachers, instructional coaches

**Provider / Presenter / Person Responsible:** Teaching & Learning Department, Multilingual Department

**Date(s) / Timeframe:** 2024 - 2025 school year

**Collaborating Departments:** Teaching & Learning Department, Multilingual Department

**Delivery Method:** varies

**Staff Responsible:** Teaching & Learning Department, Multilingual Department, Instructional Coaches, Interventionist

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 3:** Enhance PLC and Lesson Design Structures to Support TEKS - aligned Planning:

\* Collaborate with campuses to establish and regularly revisit PLC and lesson design structures. Provide training during professional development sessions to ensure teachers are equipped with the tools and knowledge needed to plan or internalize lessons that align with TEKS standards.

\* Assist in creating a PLC and lesson planning / internalization schedule that allows for more collaboration and targeted action planning. This will include weekly meetings to identify high-priority standards, develop interventions, and analyze student progress through data-driven discussions.

**Intended Audience:** teachers, instructional coaches

**Provider / Presenter / Person Responsible:** Teaching & Learning Department, Campus Administrators, Instructional Coaches

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Teaching & Learning Department

**Delivery Method:** varies

**Staff Responsible:** Teaching & Learning Department

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 4:** Support Student-Centered Learning Tools and Accountability:

\* Encourage the use of Essential Questions in every classroom by offering professional development on crafting effective questions, providing resources for posting these questions, and incorporating student responses into PLC discussions to guide instructional adjustments.

\* Include Essential Questions and objectives in lesson plans, walkthrough forms, and classroom displays to ensure consistency and student engagement.

**Intended Audience:** teachers, students



**Provider / Presenter / Person Responsible:** Instructional Coaches

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Campus Administration

**Delivery Method:** PLCs, Professional Development sessions

**Staff Responsible:** Campus Administration, Instructional Coaches

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 5:** Foster a Culture of Continuous Improvement through Professional Development and Reflection:

\* Work with campuses to ensure that 100% of professional development sessions align with the strategic plan and focus on academic and social-emotional learning needs.

\* Promote the use of internalization documents and assessment data to reflect on and adjust lesson designs throughout the year, ensuring student growth and mastery of standards on multiple measures of assessments.

**Intended Audience:** Campus Instructional Team

**Provider / Presenter / Person Responsible:** Teaching & Learning Department

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Teaching & Learning Department

**Delivery Method:** varies

**Staff Responsible:** Teaching & Learning Department, Campus Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Pillar 1:** Student Learning & Progress

**Key Question 2:** To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

**Pillar 2: Student Readiness**

**Key Question 1:** To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

**Pillar 2: Student Readiness**

**Key Question 2:** To what degree are we preparing students for life readiness?

**Pillar 3:** Engaged, Well-Rounded Students

**Key Question 1:** To what degree do students demonstrate noble actions?


**Pillar 3:** Engaged, Well-Rounded Students

**Key Question 2:** To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

**Pillar 4:** Community Engagement & Partnerships

**Key Question 1:** To what degree does our community have opportunities to partner with the school district?

System Response (Goal) 1 Details	Reviews			
<b>System Response (Goal) 1:</b> Support the campuses in strengthening community engagement, enhancing parent communication, and ensuring effective planning for events throughout the school year.	Formative			Summative
	Oct	Jan	Mar	June
	On Track			



**Strategy 1:** Provide Guidance for Committee Organization and Event Planning:

- \* Assist the campuses in setting up committees with clearly defined roles and expectations. Each committee will meet at least once every nine weeks to plan community engagement events like open houses and multilingual showcases.
- \* Offer resources and templates for event planning agendas and ensure alignment with the goals of showcasing students' strengths, talents, and growth.
- \* Facilitate the distribution of parent feedback surveys to assess event effectiveness and gather input for future improvements.

**Intended Audience:** Campus Administration, staff members

**Provider / Presenter / Person Responsible:** Communications Department, Chief Administration Officer, Chief Learning Officer, Director of Federal Programs

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Administration Office, Teaching and Learning Department

**Delivery Method:** varies

**Staff Responsible:** Communications Department, Chief Administration Officer, Chief Learning Officer, Director of Federal Programs

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 2:** Enhance Parent Communication Systems:

- \* Support the campuses by ensuring that Skyward access instructions are sent to all parents/guardians at the beginning of every nine week period. This communication will be in both Spanish and English.

**Intended Audience:** Campus Registrars, Parents / Guardians

**Provider / Presenter / Person Responsible:** Communications Department, PEIMS Coordinator

**Date(s) / Timeframe:** Each nine week period

**Collaborating Departments:** PEIMS, Communications Department, Campus Administration

**Delivery Method:** varies

**Staff Responsible:** Campus Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 3:** Facilitate the Creation of a Special Events Calendar:

- \* Assist the campus in developing a special events calendar that requires all team leaders, club sponsors, and PTO officers to add upcoming events at least one month in advance.
- \* Provide a platform or tool for efficient calendar management that ensures all event information is clear, organized, and accessible to staff and families.
- \* Encourage the campus to use parent feedback and surveys to assess the success of events and gather insights for future planning.

**Intended Audience:** Campus administration

**Provider / Presenter / Person Responsible:** Communications Department

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Communications, Teaching & Learning, Campus Administration

**Delivery Method:** varies

**Staff Responsible:** Communications, Chief Administration Officer, Chief Learning Officer

**TEA Priorities:**

Improve low-performing schools

**Strategy 4:** Ensure Timely and Precise Communication with Stakeholders:

- \* Offer training or tools for staff to communicate with parents and community stakeholders effectively. This includes ensuring all event notifications are timely, transparent, and available in multiple languages where necessary.
- \* Encourage regular updates to parents through emails, newsletters, and phone calls to inform them about upcoming campus-wide events and happenings.

**Intended Audience:** Campus Staff

**Provider / Presenter / Person Responsible:** Communications Department

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Communications, Administration

**Delivery Method:** varies

**Staff Responsible:** Communications Department



**TEA Priorities:**





Recruit, support, retain teachers and principals

**Pillar 4:** Community Engagement & Partnerships

**Key Question 2:** To what degree are stakeholders adequately informed and able to interact with SISD personnel?

**Pillar 5: Professional Learning & Quality Staff**

**Key Question 1:** To what degree do our recruitment and retention strategies align with the district's strategic plan?

System Response (Goal) 1 Details	Reviews			
<b>System Response (Goal) 1:</b> Support campuses in retaining high-quality teachers and staff by promoting recognition, professional development, and personalized engagement throughout the school year.	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

**Strategy 1:** Implement a Culture of Recognition and Appreciation:

- \* Encourage campuses to provide weekly or monthly recognition for teachers' and staff's efforts using platforms such as Facebook, newsletters, and morning announcements.
- \* Support the implementation of celebrations, such as campus parades, for Teacher and Staff Member of the Month. Provide resources to help campuses with certificates, rewards, and social media announcements, ensuring recognition
- \* Promote weekly check-ins between campus leadership and teachers to foster personal connections and offer consistent feedback. Ensure leaders have the tools to maintain meaningful interactions that address professional and personal well-being.

**Intended Audience:** Campus administration, teachers, campus staff

**Provider / Presenter / Person Responsible:** Chief Administration Officer, Director of Communications

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Administration, Communications Department

**Delivery Method:** varies

**Staff Responsible:** Communications Department

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 2:** Develop Personalized Affirmation Systems:

- \* Assist campuses in administering interest surveys so that administration understands every teacher and staff member's preferred method of receiving affirmation.
- \* Support campuses in scheduling daily affirmation events, such as "Cat Compliments", handwritten notes, WOW wagon walks and incentives like jeans and

t-shirt passes.

**Intended Audience:** Campus Administration

**Provider / Presenter / Person Responsible:** Communications, Teaching & Learning

**Date(s) / Timeframe:** ongoing

**Collaborating Departments:** Communications, Administration, Teaching & Learning

**Delivery Method:** varies

**Staff Responsible:** Director of Communications, Chief Administration Officer, Chief Learning Officer

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 2:** To what degree are we inducting new employees into our learning organization?

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 3:** To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

**Pillar 6:** Fiscal & Operational Systems

**Key Question 1:** To what degree are all facilities well-maintained and conducive to learning?

**Pillar 6: Fiscal & Operational Systems**

**Key Question 2:** To what degree do staff have access to resources necessary to fulfill the strategic plan?



**Pillar 7: Safety & Well-Being**

**Key Question 1:** To what degree do our students and staff feel safe at school?

**Pillar 7: Safety & Well-Being**

**Key Question 2:** To what degree do we ensure social well-being for all students?

**Pillar 7: Safety & Well-Being**

**Key Question 3:** To what degree do we ensure social well-being for all staff?

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Banks, Jamian	Instructional Coach - Humanities	Splendora High School	1.0
Black, Deborah	Instructional Coach	Piney Woods Elementary	.89
Brooks, Joyce	Aide - Media Specialist	Peach Creek Elementary	.04
Carson, Coralynne	Aide - Self Contained Special Education	Splendora Junior High	1.0
Foster, Lisa	Communications Coordinator	District	1.0
Freeze, Macy	Aide - Media Specialist	Piney Woods Elementary	1.0
Guzman - Hernandez, Kimberly	Aide - Media Specialist	Timber Lakes Elementary	1.0
Hernandez - Rivero, Veronica	Instructional Coach	Green Leaf Elementary	1.0
Hernandez, Lesbia	Aide - Self Contained Special Education	Splendora Junior High	1.0
Jenkins, Tammy	Aide - Self Contained Special Education	Splendora Junior High	1.0
Landrum, Courtney	Aide - Media Specialist	Green Leaf Elementary	1.0
Martinez, Prisma	Aide - Media Specialist	Splendora High School	1.0
Mixon, Lindsey	Instructional Coach	Peach Creek Elementary	.76
Richardson, Lori	Instructional Coach	Timber Lakes Elementary	.80
Robinson, Donita	Aide - Self Contained Special Education	Splendora Junior High	1.0
Ward, Amanda	Aide - Media Specialist	Green Leaf Elementary	1.0

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

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

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

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

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

**Definitions**

**Bullying**

**“Bullying”:**

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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



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

**Policy**

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

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

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

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

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

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

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### **Internet Posting**

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

*Education Code 37.0832*

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

**Wellness Policy**

Each district must establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program under the jurisdiction of the district. The local school wellness policy is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. *7 C.F.R. 210.31(a)*

School Day

“School day” means the period from the midnight before, to 30 minutes after the end of the official school day. *7 C.F.R. 210.11(a)(5)*

School Campus

“School campus” means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. *7 C.F.R. 210.11(a)(4)*

Contents

At a minimum, a local school wellness policy must contain:

1. Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, a district must review and consider evidence-based strategies and techniques;
2. Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the district;
3. Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the district that:
  - a. Are consistent with applicable requirements set forth in *7 C.F.R. 210.10* (meal requirements for lunches and after-school snacks) and *220.8* (meal requirements for breakfasts);
  - b. Are consistent with the nutrition standards set forth under *7 C.F.R. 210.11* (competitive food service and standards);
  - c. Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under *7 C.F.R. 210.11*; and
  - d. Promote student health and reduce childhood obesity;
4. Identification of the position of the district or school official(s) responsible for the implementation and oversight of the local

school wellness policy to ensure each school's compliance with the policy;

5. A description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy; and
6. A description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public as required below.

Public Involvement  
and Notification

A district must:

1. Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.
2. Inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates available to the public annually.
3. Inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the local school wellness policy by making the triennial assessment, as required at item 2 under Implementation Assessments and Updates below, available to the public in an accessible and easily understood manner.

Implementation  
Assessments and  
Updates

A district must:

1. Designate one or more district or school officials to ensure that each participating school complies with the local school wellness policy.
2. At least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

STUDENT WELFARE  
WELLNESS AND HEALTH SERVICES

FFA  
(LEGAL)

- a. The extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy;
  - b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and
  - c. A description of the progress made in attaining the goals of the local school wellness policy.
3. Make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.

Recordkeeping

A district must retain records to document compliance with the requirements of this policy. These records include, but are not limited to:

1. The written local school wellness policy;
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required at Implementation Assessments and Updates above; and
3. Documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

*Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]; 7 C.F.R. 210.31(c)–(f)*

[See CO for requirements relating to food services management, EHAA for state law requirements relating to health education, and FJ for requirements relating to food and beverage fundraisers.]

**Change in Health Services**

Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:
  - a. All health-care services to be provided;
  - b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;
  - c. Whether a child's medical records will be accessible to the parent;

- d. Information concerning grant funds to be used;
  - e. The titles of persons who will have access to the medical records of a student; and
  - f. The security measures that will be used to protect the privacy of students' medical records.
2. Approve the expansion or change by a record vote.

*Education Code 38.012*

[For information regarding school-based health centers, see FFAE.]

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

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

**Development,  
Implementation, and  
Review of Guidelines  
and Goals**

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

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

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

**Nutrition Guidelines**

Foods and  
Beverages Sold

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

Foods and  
Beverages Provided

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

**Wellness Goals**

Nutrition Promotion  
and Education

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

The District establishes the following goals for nutrition promotion:

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

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.

Physical Activity

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

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

Other School-Based  
Activities

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



1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.

**Implementation**

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

**Evaluation**

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

**Public Notification**

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

**Records Retention**

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

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

**Joint/Contracted  
DAEP**

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community  
Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service  
Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

**Funding**

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

**Location**

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

*Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)*

## **Safety**

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

*19 TAC 103.1201(h)*

## **Staffing**

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

*19 TAC 103.1201(i)*

**Entrance Procedures**

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

**Academics**

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focus on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to  
Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

*Education Code 37.008(l); 19 TAC 103.1201(f)*

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

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School Day                      The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

**Accountability**                      The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

**Academic Assessments**                      A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
  - a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
  - b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

*Education Code 37.0082*

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

*19 TAC 103.1203*

**Special Populations**

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol  
Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

**Transition to Regular  
Classroom**

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023. *19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

*Education Code 37.023(a)*

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After Determination  
of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
  - a. The student's parent or a person standing in parental relation to the student; and
  - b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
  - a. An assessment of the student's academic growth while attending the alternative education program; and
  - b. The results of any assessment instruments administered to the student.

*Education Code 37.023(b)*

Coordination After  
Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

*Education Code 37.023(c)*

Personalized  
Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
  - a. Recommendations for the best educational placement of the student; and

- b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and
2. May include:
- a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;
  - b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and
  - c. A regular review of the student's progress toward the student's academic or career goals.

*Education Code 37.023(d)*

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

*Education Code 37.023(e)-(f)*



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**Removal Under  
Student Code of  
Conduct**

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

**Mandatory  
Placement in DAEP**

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement, subject to the requirements of Education Code 37.009(a) [see Process for Removal and Mitigating Factors, below]. *Education Code 37.006*

[For additional factors that must be considered in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), see FO and the Student Code of Conduct.]

**School-Related  
Misconduct**

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
  - a. A controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq., excluding marijuana, as defined by Health and Safety Code 481.002, or tetrahydrocannabinol, as defined by Department of Public Safety rule;
  - b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marijuana or tetrahydrocannabinol, as defined above;

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5. Possesses, uses, sells, gives, or delivers to another person an e-cigarette, as defined by Health and Safety Code 161.081 [see FNCD];
6. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
7. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.
8. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.
9. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.
10. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

*Education Code 37.006(a)*

*Exception*

Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation

Except where a student engages in retaliatory acts against a district employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation under Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

Conduct Unrelated to School

In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;
2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03; or

3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03.

*Education Code 37.006(c)*

*Reasonable  
Belief*

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

*Title 5 Felonies*

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

1. Murder. *Penal Code 19.02*
2. Capital Murder. *Penal Code 19.03*
3. Manslaughter. *Penal Code 19.04*
4. Criminally Negligent Homicide. *Penal Code 19.05*
5. Unlawful Restraint, if:
  - a. The person restrained was younger than 17 years of age; or
  - b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*
6. Kidnapping. *Penal Code 20.03*
7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*

12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 14 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*
21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:
  - a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;
  - b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public

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place if the prevention or interruption causes pecuniary loss of \$1,500 or more to the owner;

- c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- d. Place the public or a substantial group of the public in fear of serious bodily injury; or
- e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*

28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*

29. Tampering with Consumer Product. *Penal Code 22.09*

30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of  
Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

- 1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;
- 2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and
- 3. There is only one campus in a district serving the grade level in which the student is enrolled.

*Education Code 25.0341, 37.0051(a)* [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

**Permissive Removal**  
Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- 1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in

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conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and

2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

*Education Code 37.006(d)-(e)*

**Bullying**

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

*Definitions*

Bullying

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Intimate Visual  
Material

"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.

*Education Code 37.0052*

**One Year After  
Conduct**

A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. *Education Code 37.006(n)*

**Certain  
Organization and  
Gang Membership  
and Solicitation**

A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. *Education Code 37.121(b)*

**Older Students**

A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the

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	district shall revoke the student's admission. <i>Education Code 25.001(b-1)</i>
<b>Placement of Younger Students</b>	A student who is younger than 10 shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. <i>Education Code 37.006(f), .007(e)</i> [See FOD]
Students Younger Than Six	Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. <i>Education Code 37.006(l), .007(e)(2)</i>
<b>Process for Removal Conference</b>	Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.
Mitigating Factors	Before ordering removal, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.
Order	Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.
Appeal	If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.  <i>Education Code 37.009(a)</i> [See Student Code of Conduct]

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**Right to Request a  
Special Education  
Evaluation**

On the placement of a student in a DAEP, the district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under Education Code 29.004 [see EHBAA]. *Education Code 37.006(p)*

**Term of Removal**

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading  
Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

*No Appeal*

Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.

*Education Code 37.009(b)*

Beyond End of  
School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:

1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct.

*Education Code 37.009(c)*

Order of Removal

A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. *Education Code 37.009(g)*

Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required



under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. *Education Code 37.010(a)*

*Activities*

The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.006(g)*

In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.

Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.

*Education Code 37.006(o)*

**DAEP at Capacity**

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.006(a)(2)(C-1) (possession or use of marijuana), (C-2) (possession, use, delivery of an e-cigarette), (D) (delivery of alcohol), or (E) (abuse of volatile chemical), the student shall be placed in in-school suspension; and if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

If a DAEP is at capacity at the time a CBC is deciding placement for a student who engaged in conduct described under Education Code 37.007 that constitutes violent conduct, as defined by commissioner rule, a student who has been placed in the program for conduct described under Education Code 37.006(a)(2)(C-1), (C-2), (D), or (E) (above) may be removed from the program and placed in in-school suspension to make a position in the program available for the student who engaged in violent conduct. If removed from the program and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

*Education Code 37.009(a-1)-(a-2)*

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**Completion of  
Proceedings Upon  
Withdrawal**

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

**Enrollment in  
Another District**

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes without completing the period of placement. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
  - a. The out-of-state district provides a copy of the placement order; and
  - b. The grounds for placement are the same as grounds for placement in the enrolling district.

*Education Code 37.008(j)*

**Out-of-State  
Placement**

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

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1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

*Education Code 37.008(j-1)*

**Court-Ordered Placement**

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;
2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

*Education Code 37.010(c)-(d)*

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

*Education Code 37.010(f)*

**Not Guilty/  
Insufficient  
Evidence/Charges  
Dropped**

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

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1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or
2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

*Education Code 37.006(h); Code of Criminal Procedure 15.27(g)*

Appeal After  
Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

*Education Code 37.006(i)-(j)*

**120-Day Review of  
Status**

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by

STUDENT DISCIPLINE  
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC  
(LEGAL)

Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

**Additional Proceedings**

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

**Reporting**

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)* [See AIB]

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**Note:** See FOF for provisions concerning students with disabilities.

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PLANNING AND DECISION-MAKING PROCESS

BQ  
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

**District Improvement Planning Process**

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

**Administrative Procedures and Reports**

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

**Evaluation**

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

**Planning and  
Decision-Making  
Process**

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

The planning and decision-making requirements do not:

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

*Education Code 11.251(g)*

**Evaluation**

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

**Administrative  
Procedure**

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

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

*Education Code 11.251(d)*

**Federal  
Requirements**

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

**Required Plans**

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

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

*Education Code 11.251(a)*

Shared Services  
Arrangement for  
DAEP Services

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

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

*19 TAC 103.1201(b)* [See FOCA]

District  
Improvement Plan

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

*Availability to  
TEA*

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



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

*Required  
Provisions*

The district improvement plan must include provisions for:

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

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

*Education Code 11.252(a)*

Law  
Enforcement  
Duties

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

Discipline  
Management

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

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

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

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

*Education Code 11.253(d)*



*Pregnancy & Related Services*

Compensatory Education Home Instruction

# What are Pregnancy Related Services?

- Pregnancy and Related Services (PRS) are support services, including Compensatory Education Home Instruction (CEHI) that a student receives during the pregnancy, prenatal and postpartum period to help her adjust academically, mentally, physically, and stay in school.
- These services are delivered to a student when:
  - The student is pregnant and attending classes on a district campus,
  - A valid medical necessity for confinement during the pregnancy prenatal period prevents the student from attending classes on a district campus, or
  - A valid medical necessity for confinement during the pregnancy postpartum period prevents the student from attending classes on a district campus.

# What is Compensatory Education Homebound Instruction

CEHI is the mandatory component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital bedside when a valid medical necessity for confinement during the pregnancy, prenatal or postpartum periods prevents the student from attending classes on a district campus. CEHI must consist of face-to-face instruction by a certified teacher of the district.

When students are provided CEHI, Gilmer ISD will receive 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI and/or special education homebound services must be counted absent.

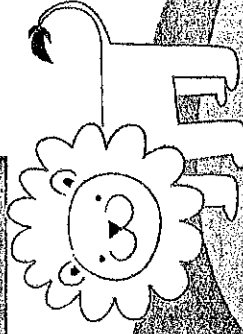
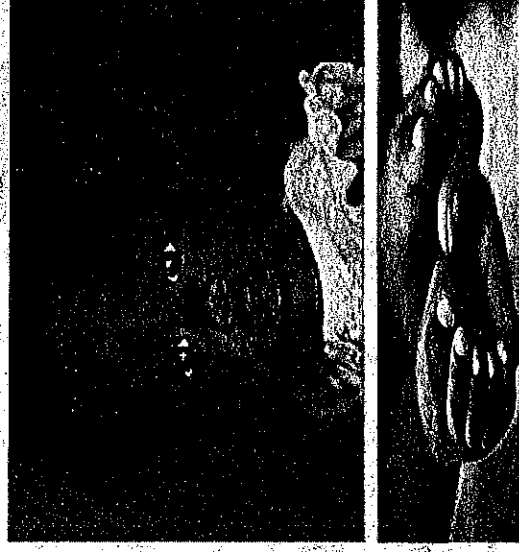
# Procedures for Documenting PRS and CEHI

- When the student initiates contact, we need to ask for formal documentation of the pregnancy from a medical physician, but it is not required.
- Campus Step #1: the person the student initiates contact with will fill out the Initial Contact form. This form should be given to the campus PRS Coordinator.
- The campus PRS Coordinator will start a file on the student and include a copy of this form and the documentation from the medical physician.
- The campus PRS Coordinator will provide a copy of the form to Campus PEIMS Clerk, Campus Nurse, District PEIMS Coordinator, and Counselor for the student.
- Campus PEIMS will code initial PRS



### Procedures for Documenting PRS and CEHI

- The campus PRS Coordinator will use the Pregnancy Related Services Documentation of Counseling Contact to document the dates of any counseling services provided to the student.
- The original form will be kept with the counselor until the student delivers the baby.
- After delivery a copy of the completed form will be sent to the District PEIMS Coordinator to be kept for 5 years.



# Nurse Procedures for PRS and CEHI

The school nurse will document any health services using the Pregnancy Related Services Documentation of Health Services Contact Form .

The original form will be kept with the nurse until the student delivers the baby.

After delivery a copy of the completed form will be sent to the Campus PRS Coordinator and District PEIMS Coordinator

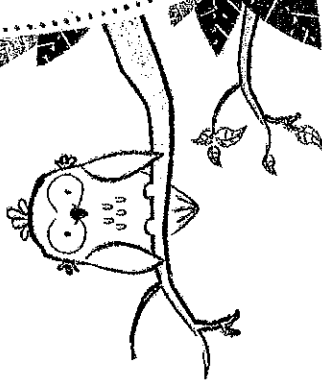
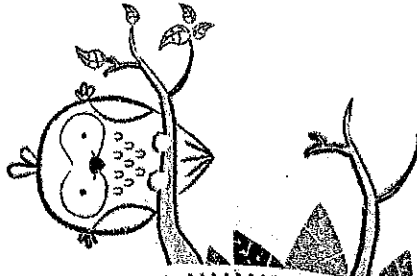


Caption

## Procedures for Documenting PRS and CEHI

Prior to delivery the campus PRS Coordinator will schedule a meeting with the student and their parents. The parent will be given the Pregnancy Related Services Compensatory Education Home Instruction (CEHI) Parent Information form to sign .

The original will be kept in the students PRS folder. Copies will be given to the parent and the District PEIMS Coordinator.

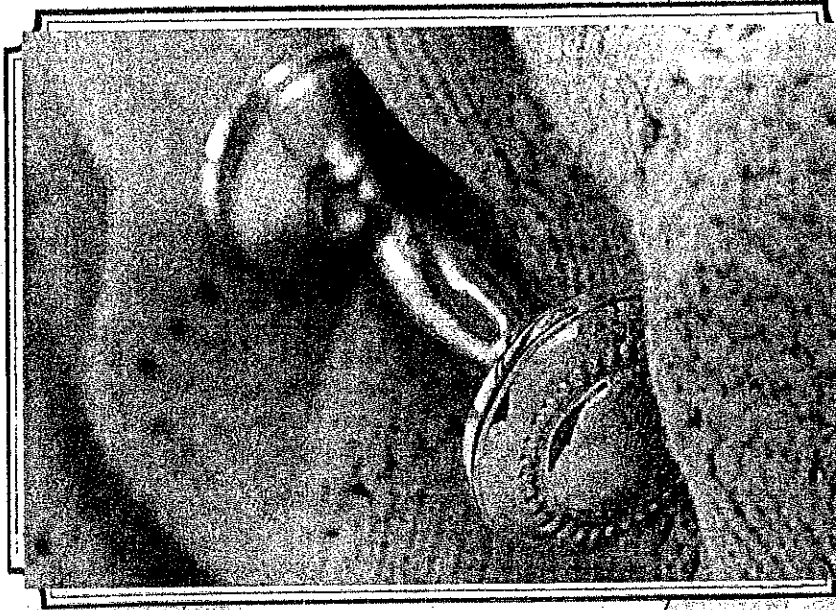
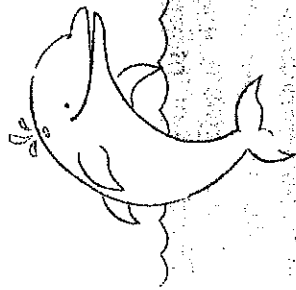


## Prenatal Confinement

CEHI begins any time a medical practitioner authorizes the student to remain home during the prenatal period.

The paperwork from a medical practitioner stating the need for prenatal confinement must be kept in the PRS folder with the campus PRS Coordinator.

The Pregnancy Related Services Compensatory Education Home Instruction (CEHI) Referral form must be filled out when a student is to remain home during the prenatal period. When/if the student returns to school the PRS/CEHI Exit Documentation form must be filled out.



**A copy of each form must be given to the campus attendance clerk, the campus PEIMS Clerk, the Campus Nurse and the District PEIMS Coordinator. The original is kept in the student's PRS folder. Campus PEIMS will use the referral date to begin CEHI coding.**

# Postpartum Confinement

During the postpartum period CEHI must be offered.

A student may be served six calendar weeks after delivery.

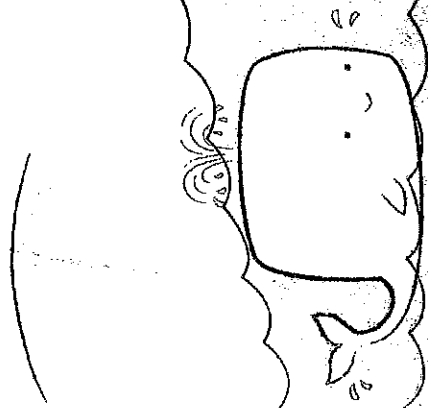
If there are complications from pregnancy and/or delivery, the student may receive an additional period of CEHI of up to four weeks.

Documentation of this need for additional time must be received from a medical practitioner licensed to practice in the United States. The original must be kept in the students PRS folder.

Upon delivery the Pregnancy Related Services Compensatory Education Home Instruction (CEHI) Referral form must be filled out. The referral date is the delivery date.

A copy of this form must be given to the campus attendance clerk, the campus PEIMS Clerk, the Campus Nurse and the District PEIMS Coordinator. The original is kept in the student's PRS folder.

Campus PEIMS will use the referral date to begin CEHI coding.



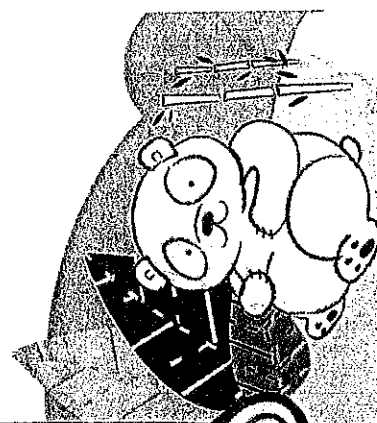
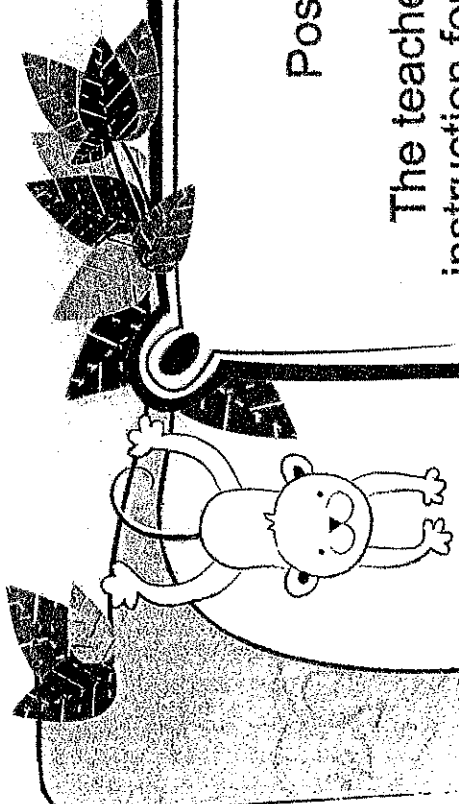
Caption

## Postpartum Confinement

The teacher assigned to provide home instruction for a student must fill out the Log of CEHI Services .

A copy of the log must be given weekly to the Campus Attendance Clerk and another copy should be kept in the student's PRS folder with the Campus PRS Coordinator.

PR  
SA  
FETY

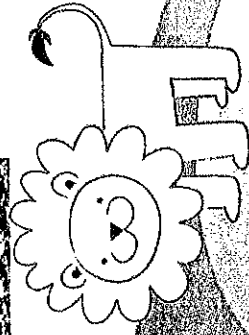
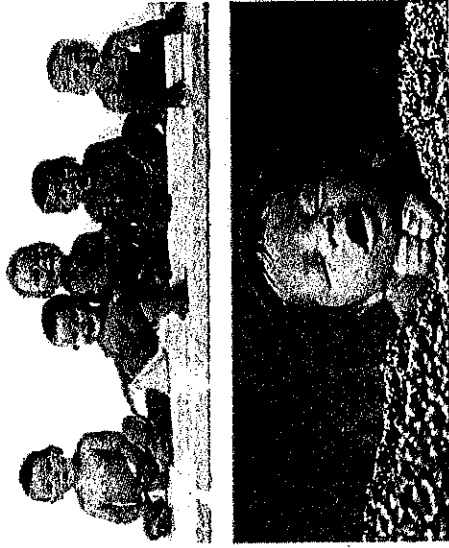


# Procedures for Exiting from PRS and CEHI

- A copy of the birth certificate or documentation from a medical practitioner will serve as documentation of the date of delivery. This will be kept in the student PRS folder with the Campus PRS Coordinator.
- As soon as the student returns to school, the PRS/CEHI Exit Documentation form must be completed.
- Copies of the form will be given to the Attendance Clerk, Nurse, Counselor, and District PEIMS Coordinator.
- The original is kept in the students PRS folder with the Campus PRS Coordinator.
- Attendance Clerk will use the return date to end coding.

## Final Notes

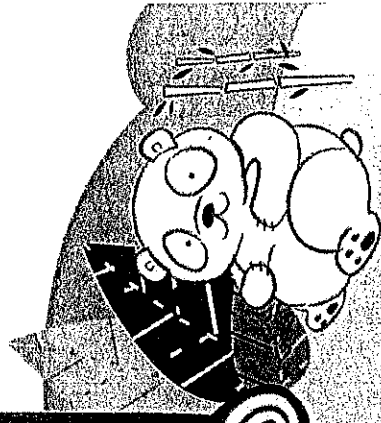
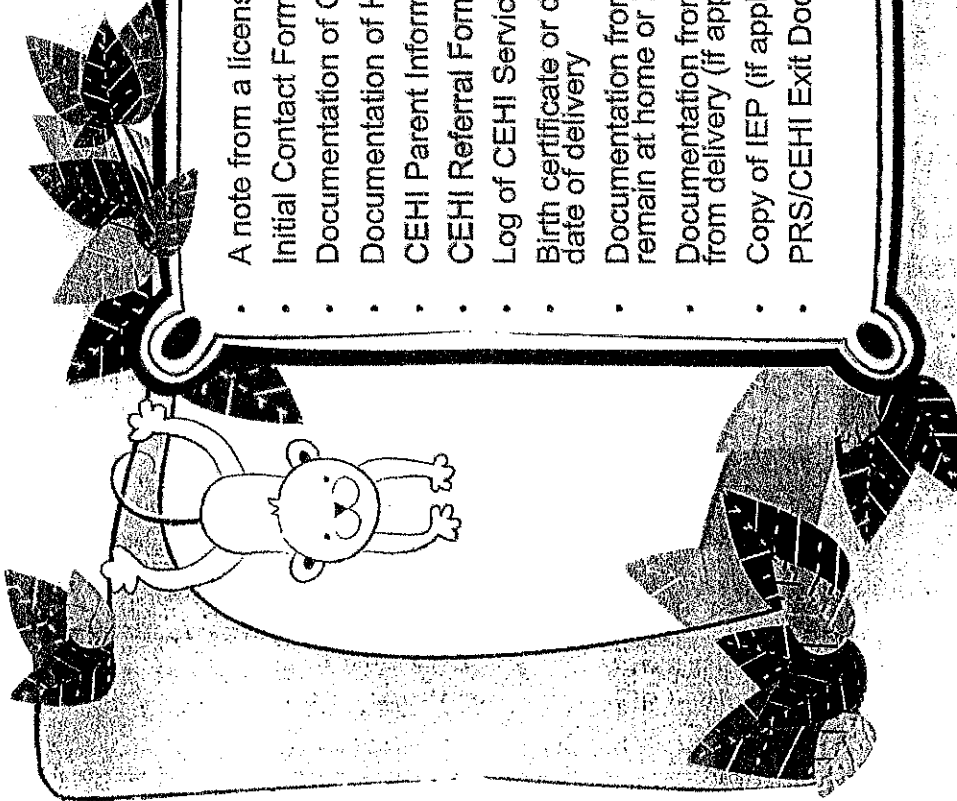
- If a student is receiving special education services, the ARD committee must meet to make decisions on services.
- A copy of the IEP including modifications must be kept with the Campus PRS Coordinator.
- Upon the student's returning to school, after delivery a copy of all completed forms that have not already been sent, will be sent to the District PEIMS Coordinator.





## What should be in the PRS folder once a student returns to school?

- A note from a licensed medical physician confirming pregnancy.
- Initial Contact Form
- Documentation of Counseling Contact Form
- Documentation of Health Services Contact Form
- CEHI Parent Information Form
- CEHI Referral Form (May have more than one.)
- Log of CEHI Services
- Birth certificate or documentation from a medical practitioner to show date of delivery
- Documentation from a licensed medical physician of the need to remain at home or hospital during prenatal time (if applicable)
- Documentation from a licensed medical physician of complications from delivery (if applicable)
- Copy of IEP (if applicable)
- PRS/CEHI Exit Documentation (May have more than one form.)



# Splendora Independent School District

## Pregnancy Related Services (PRS) Initial contact with Campus Coordinator of PRS

\_\_\_\_\_  
Student's Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Texas Unique Student ID#

\_\_\_\_\_  
Campus

\_\_\_\_\_  
School Year

\_\_\_\_\_  
Grade

Date of Initial Contact with Student/Date Services Began: \_\_\_\_\_

Expected Date of Delivery: \_\_\_\_\_

\_\_\_\_\_  
Signature of Campus Coordinator of PRS

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

Copies to: PEIMS clerk    Campus Coordinator of PRS    Campus Nurse    District PEIMS Coordinator

# Splendora Independent School District

## Pregnancy Related Services Documentation of Counseling Contact

Student's Last Name	First Name
Texas Unique Student ID#	Campus
School Year	Grade

Date	Time	Comments

Signature of Counselor	Date
------------------------	------

Copies to:                      Campus Coordinator of PRS                      District PEIMS Coordinator

# Splendora Independent School District

## Pregnancy Related Services (PRS) Documentation of Health Services Contact

Student's Last Name

First Name

Texas Unique Student ID#

Campus

School Year

Grade

Date

Time

Comments

Signature of Nurse

Date

Copies to:

Campus Coordinator of PRS

District PEIMS Coordinator

# Splendora Independent School District

## Pregnancy Related Services (PRS) Initial Contact with Campus Nurse

---

Student's Last Name

First Name

---

Texas Unique Student ID#

Campus

---

School Year

Grade

Date of Initial Contact with Student: \_\_\_\_\_

Does the student qualify for Pregnancy Related Services?

YES

NO

Expected Date of Delivery: \_\_\_\_\_

---

Signature of Nurse

---

Date

Copies to:

Campus Coordinator of PRS

District PEIMS Coordinator

# Splendora Independent School District

## Pregnancy Related Services (PRS) Compensatory Education Home Instruction (CEHI) Parent Information

Homebound Teacher: \_\_\_\_\_

School Telephone: \_\_\_\_\_ CEHI Hours: \_\_\_\_\_

Your child has been approved for educational services through the Compensatory Education Home Instruction Program (CEHI). This service is designed to help students keep up with their school work during their pregnancy related absence from school. CEHI requires the following documentation.

1. If the student's recommends confinement at home prior to the birth of the baby, the campus office must receive a copy of the recommendation from the doctor, so CEHI services can begin, A family member must notify the campus office when the student delivers the baby.
2. A copy of the birth certificate or a note from the medical practitioner stating when the baby was born must be given to the campus.
3. The student must notify the office upon return to school.

CEHI helps a student return to school in due time and continue in their regular programs. In order to best serve the student during her absence from school, we ask that the family provide the following listed points.

1. PROVIDE A QUIET, ISOLATED PLACE TO WORK. It is recommended that parents and other children do not enter the room in which the student and teacher are working. TV and music should be turned off.
2. HAVE AN ADULT PERSON IN THE HOME DURING THE INSTRUCTION PERIOD. This would provide for taking care of the student's needs that may arise during the instruction period, and that are not of a "teaching" nature.
3. HAVE THE STUDENT READY FOR HER LESSON AT THE DESIGNATED TIME. To make the best possible use of the study period, please see that:
  - o The student is ready for the lesson.
  - o The study room is in order and ready.
  - o Books and supplies are ready for use.
  - o Have a suitable desk or table present on which to work.
4. PROVIDE SCHOOL SUPPLIES. The CEHI teacher will advise you as to what materials are needed.
5. REPORTING SICKNESS OF THE STUDENT WHICH WOULD PROHIBIT HER WORKING IN A SCHEDULED PERIOD. In case the student is ill and can not participate in her schoolwork during a scheduled period, please notify the teacher at her base school before 8:00 a.m. The teacher will notify you if she will be unable to come to your student for work at the scheduled time.
6. TEXTBOOKS. Students will be issued a set of books and parents will be responsible for returning the books to school.
7. PARTICIPATION IN CEHI. A student must participate in 4 hours of CEHI teaching weekly. Assignments may be given to be completed during non-instructional time. CEHI placement can be reviewed if student does not participate.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

Thank you for your cooperation in our combined efforts to provide for your child's continuing schoolwork. If we can be of service to you, please call the school or the Office of Special Programs.

# Splendora Independent School District

## Pregnancy Related Services (PRS) Compensatory Education Home Instruction (CEHI) Referral

Student's Last Name

First Name

Texas Unique Student ID#

Campus

School Year

Grade

Referral Date for CEHI:

Parent:

Home Phone:

Address:

Work Phone:

City:

Zip Code:

**Enrollment Information:** Is the student presently enrolled in school?

Yes

Date enrolled:

No

Reason:

**Attendance Information:** Student has been absent \_\_\_\_\_ out of \_\_\_\_\_ days this year.

Reasons:

### Current Grades:

Subject: \_\_\_\_\_ Grade \_\_\_\_\_ On Grade Level

Yes

No

Yes

No

Yes

No

Yes

No

Subject: \_\_\_\_\_ Grade \_\_\_\_\_ On Grade Level

Yes

No

Yes

No

Yes

No

Yes

No

\*\*Attach documentation from a licensed medical practitioner stating necessity for confinement.

Signature of Campus Official

Date

# Splendora Independent School District

## Log of CEHI Services

Student: \_\_\_\_\_ Texas Student Unique ID#: \_\_\_\_\_

Date: \_\_\_\_\_ Time of arrival to home: \_\_\_\_\_ Departure time: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Notes: \_\_\_\_\_

Assignments delivered: \_\_\_\_\_

Assignments picked up \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student: \_\_\_\_\_ Texas Student Unique ID#: \_\_\_\_\_

Date: \_\_\_\_\_ Time of arrival to home: \_\_\_\_\_ Departure time: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Notes: \_\_\_\_\_

Assignments delivered: \_\_\_\_\_

Assignments picked up \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student: \_\_\_\_\_ Texas Student Unique ID#: \_\_\_\_\_

Date: \_\_\_\_\_ Time of arrival to home: \_\_\_\_\_ Departure time: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Notes: \_\_\_\_\_

Assignments delivered: \_\_\_\_\_

Assignments picked up \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



# Splendora Independent School District

## Pregnancy Related Services (PRS) Compensatory Education Home Instruction (CEHI) PRS / CEHI Exit Documentation

\_\_\_\_\_  
Student's Last Name First Name

\_\_\_\_\_  
Texas Unique Student ID# Campus

\_\_\_\_\_  
School Year Grade

\_\_\_\_\_  
Date Student Returned to School / End Date for PRS / CEHI

\_\_\_\_\_  
Signature of Campus Coordinator of PRS Date

\_\_\_\_\_  
Signature of Principal Date

Copies to: PEIMS clerk, Campus Coordinator of PRS, District PEIMS Coordinator

# 2023-2024 PEIMS Program Change Form

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

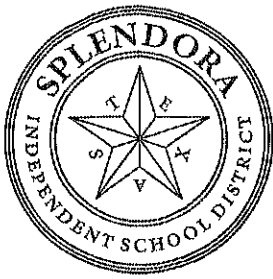
## PEIMS/Program Change

	Start Date	End Date		Start Date	End Date
At-Risk Indicator			Campus ID of Residence		
Readiness Test _____			_____		
Non-Mast 2 or 2+			Campus ID of Account.		
Retention _____			_____		
State Assessment			Migrant Indicator		
_____			ADA Eligibility _____		
Pregnant/Parent			LEP Indicator ( 0 1 F S 3 4 5)		
DAEP			Parental Permission ( 3 7 8 A		
Expulsion			B C D E F G H J ) _____		
On Parole/Probation			Gifted Talented Indicator		
Previous Dropout			Immigrant Indicator		
LEP			Attribution Code _____		
In custody or care DPRS/CPS			Pregnancy Related		
Homeless ( 2 3 4 5 )			Bilingual Program Type		
Residential Placement			( 0 2 3 4 5 )		
Unaccmp Youth ( 0 3 4 )			ESL Prog Type ( 0 2 3 )		
Asylee/Refugee ( 0 1 2 )			504 Program		
Grade _____ to _____			Dyslexia		
Military Connected ( 0 1 2 3 4 )			Early Reading Indicator ( 1 2 3 )		
General Educ Homebound CEHI			Sped Homebound		
Intervention Strategy INT			Foster Care ( 0 1 2 )		
Early College High School ECH			SSI Promotion ( 03 04 05 06 07 08 09 10 11 12 13 14 )		

Requestor: \_\_\_\_\_ Date: \_\_\_\_\_

PEIMS Clerk: \_\_\_\_\_ Date: \_\_\_\_\_

Attach Documentation if required



## SPLENDORA INDEPENDENT SCHOOL DISTRICT

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23419 FM 2090, Splendor, Texas 77372  
281-689-3128 Fax 281-689-7509

### Pregnancy Related Services (PRS) Agreement

I \_\_\_\_\_ agree to Pregnancy Related Services (PRS) offered through Splendor ISD. Pregnancy related services are support services that a student receives during the pregnancy prenatal and postpartum periods. These services are to help the student adjust academically, mentally, and physically to remain in school. I have been informed of the services that will be provided to me while I am pregnant and once my child is born.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PRS Coordinator Signature

\_\_\_\_\_  
Date

## PRS Procedures

1. Student reports pregnancy
2. PRS Coordinator is notified (Coats)
3. PRS Coordinator meets with student to gather information and explain PRS program and request physician documentation of positive pregnancy
4. Documentation is provided to campus PEIMS to code student as PRS
5. PRS Coordinator begins the PRS documentation process
6. Campus Nurse and Counselor are given documentation sheets for when they meet with the student throughout the pregnancy
7. PRS Coordinator informs Coordinator of Special Education (Dr. Pettis) that the student will need CEHI (homebound services) after delivery (due date provided)
8. Upon delivery CEHI (homebound services) begins for the student for six (6) weeks. If there are complications from pregnancy and/or delivery an additional four (4) weeks of CEHI may be received. Documentation of the need for additional time must be provided by a medical provider.
9. Upon delivery, documentation is provided to campus PEIMS to change student code from PRS to CEHI.
10. At the end of the CEHI period, documentation is provided to PEIMS that CEHI has ended. PRS Coordinator collects documentation from Campus Nurse and Counselor and finalizes all PRS documentation. This documentation is given to Campus PEIMS and PEIMS Director.

**Vision Statement  
and Goals**

A board shall adopt a vision statement and comprehensive goals for the district and the superintendent. *Education Code 11.1511(b)(2)*

**Public Education  
Mission, Goals, and  
Objectives**

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Objectives

The objectives of public education are:

Objective 1: Parents will be full partners with educators in the education of their children.

Objective 2: Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

1. Increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
2. Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
3. Guide students toward understanding and productively functioning in a free enterprise society.

Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.

Goal 2: The understanding of mathematics.

Goal 3: The understanding of science.

Goal 4: The understanding of social studies.

*Education Code 4.001, .002*

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

**Pay Administration**

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. Any pay adjustments for individual employees shall be determined within the approved budget following established procedures.

*Midyear Pay  
Increases*

Contract  
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements]

Noncontract  
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

**Pay During Closing**

During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action. Following an emergency closure, the Board shall adopt a resolution or take other Board action establishing the purpose and parameters for such payments. [See EB for the authority to close schools]

COMPENSATION AND BENEFITS  
COMPENSATION PLAN

DEA  
(LOCAL)

Premium Pay  
During Disasters

All employees who are required to work to mitigate the reason for an emergency closing shall be paid at the rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. All other employees who are required to work during an emergency closing shall be paid their regular rate of pay.

Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. [See DEAB] The Superintendent shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.



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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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**Notice to Parents**

Teacher  
Qualifications

As a condition of receiving assistance under Title I, Part A of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6301 et seq.), a district shall, at the beginning of each school year, notify the parents of each student attending any school receiving such funds that the parents may request, and the district shall provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the student's teacher:
  - a. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

*20 U.S.C. 6312(e)(1)(A)*

Federally Required  
Notice—Lack of  
Credentials

A school that receives such federal funds shall also provide to each individual parent of a child who is a student in such school, with respect to such student, timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. *20 U.S.C. 6312(e)(1)(B)(ii)*

State-Required  
Notice—Lack of  
Credentials

If a district assigns an inappropriately certified or uncertified teacher (as defined below) to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of each student in that classroom.

A superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. A district shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is not English. A district shall retain a copy of the notice and make information relating to teacher certification available to the public on request.

An “inappropriately certified or uncertified teacher” includes an individual serving on an emergency certificate or an individual who does not hold any certificate or permit. It does not include an individual who is:

1. Certified and assigned to teach a class or classes outside his or her area of certification, as determined by State Board for Educator Certification (SBEC) rules specifying the certificate required for an assignment;
2. Serving on a certificate issued due to a hearing impairment;
3. Serving on a certificate issued pursuant to enrollment in an approved alternative certification program;
4. Certified by another state or country and serving on a certificate issued under Education Code 21.052;
5. Serving on a school district teaching permit; or
6. Employed under a waiver granted by the commissioner of education.

The state notice requirement does not apply if a school is required in accordance with Section 1006, Every Student Succeeds Act [20 U.S.C. Section 6312(e)(1)(B)(ii)], to provide notice to a parent or guardian regarding a teacher who does not meet certification requirements at the grade level and subject area in which the teacher is assigned, provided the school provides notice as required by that Act. [See Federally Required Notice—Lack of Credentials, above]

*Education Code 21.057; 19 TAC 231.1*

**Professional  
Personnel**

Certificate

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a district unless the person holds an appropriate certificate or permit. A person who desires to teach shall present the person’s certificate for filing with a district before the person’s contract with a board is binding.

A person is not required to hold a certificate under Education Code 21.0487 to be employed by a district as a Junior Reserve Officer Training Corps instructor.

An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

*Education Code 21.003(a), .0487(d), .053(a)–(b)*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CREDENTIALS AND RECORDS

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(LEGAL)

License

A person may not be employed by a district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession. A person may perform specific services within those professions for a district only if the person holds the appropriate credentials from the appropriate state agency.

A person employed by a district before September 1, 2011, to perform marriage and family therapy is not required to hold a license as a marriage and family therapist as long as the person remains employed by the district.

*Education Code 21.003(b)*

**School District  
Teaching Permit**

A district may issue a school district teaching permit and employ as a teacher a person who does not hold a teaching certificate issued by SBEC. To be eligible for a school district teaching permit, a person must hold a baccalaureate degree. *Education Code 21.055(a)–(b)*

Statement to  
Commissioner

Promptly after employing a person under a school district permit, a district shall send a written statement to the commissioner. This statement must identify the person, the person's qualifications as a teacher, and the subject or class the person will teach. The person may teach the subject or class pending action by the commissioner.

Not later than the 30th day after the commissioner receives a district's statement, the commissioner may inform the district that the person is not qualified to teach. The person may not teach if the commissioner finds that the person is not qualified. If the commissioner fails to act before the 30th day after receiving the statement, a district may issue the school district teaching permit and the person may teach the subject or class identified in the statement sent to the commissioner.

*Education Code 21.055(c)–(d)*

Noncore Career  
and Technical  
Courses

The following requirements do not apply to a person who will teach only noncore academic career and technical education courses:

1. The requirement to hold a baccalaureate degree;
2. The requirement that the district send a written statement to the commissioner identifying the person, the person's qualifications as a teacher, and the subject or class the person will teach; and

3. The requirement that the commissioner inform the district in writing if the commissioner finds the person to be not qualified to teach.

A board may issue a school district teaching permit to a person who will teach courses only in career and technical education based on qualifications certified by the superintendent. Qualifications must include demonstrated subject matter expertise such as professional work experience, formal training and education, holding an active professional relevant industry license, certification, or registration, or any combination of work experience, training and education, or industry license, certification, or registration, in the subject matter to be taught.

The superintendent shall certify to the board that a new employee has undergone a criminal background check and is capable of proper classroom management. A district shall require a new employee to obtain at least 20 hours of classroom management training and to comply with continuing education requirements as determined by the board.

A person may teach a career and technical education course immediately upon issuance of a permit. Promptly after employing a person who qualifies under Education Code 21.055(d-1), the board shall send to the commissioner a written statement identifying the person, the course the person will teach, and the person's qualifications to teach the course.

*Education Code 21.055(d-1)*

Duration of Permit

A school district teaching permit remains valid unless the district issuing the permit revokes it for cause. A person authorized to teach under a school district teaching permit issued by a particular district may not teach in another school district unless that other district complies with the permit-issuing provisions. *Education Code 21.055(e)*

**Emergency Permit**

Emergency permits are issued under the authority of SBEC. *19 TAC 230.71(a)*

Activation

A superintendent or designee who cannot secure an appropriately certified and qualified individual to fill a vacant position may activate an emergency permit for an individual who does not have one of the appropriate credentials for the assignment, as specified in 19 Administrative Code Chapter 231 (Requirements for Public School Personnel Assignments).

In order to activate an emergency permit, the superintendent or designee must:

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1. Document locally the efforts the district has taken to employ an appropriately certified individual in the position for which an emergency permit is activated;
2. Apply for an emergency permit when a vacant position is filled with an uncertified or inappropriately certified individual who will serve as the teacher of record or will serve in the assignment for more than 30 consecutive instructional days. The application must be submitted to the Texas Education Agency (TEA) within 45 instructional days of the date of assignment;
3. Verify that the district maintains a support system, has assigned a trained mentor, and will provide release time as needed to assist the individual serving on an emergency permit. However, a district shall not be required to provide a mentor for a degreed, certified teacher assigned on an emergency permit if the teacher has one or more creditable years' experience within the district, as defined at 19 Administrative Code Chapter 153, Subchapter CC; and
4. Verify that the individual for whom the emergency permit is activated has been advised of the SBEC rules regarding permits and permit renewal requirements in 19 Administrative Code Chapter 230, Subchapter F.

*19 TAC 230.71(d)*

*Temporary  
Vacancies*

A district is not required to activate an emergency permit if an uncertified individual is assigned for a certified teacher who will be absent for more than 30 consecutive instructional days due to documented health-related reasons and has expressed the intention to return to the assignment. A district must, however, comply with the parent notification requirements above. *19 TAC 230.71(i)*

General Eligibility  
Requirements

An individual for whom an emergency permit is activated must meet the following criteria:

1. The individual must hold a bachelor's degree or higher from an accredited institution of higher education. [See 19 Administrative Code 230.75(1) for career and technical and trade and industrial education assignments.]
2. The individual must be at least 18 years of age.
3. The individual must be able to communicate and understand the English language sufficiently to use it easily and readily in daily communication and teaching, as specified in 19 Administrative Code 230.11 (General Requirements).

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4. The individual must be of good moral character. SBEC may refuse to authorize an emergency permit for an individual, applying the same standards that would be applied to the administrative denial of an applicant for certification under 19 Administrative Code 249.12 (Administrative Denial; Appeal).
5. The individual must submit fingerprints in accordance with 19 Administrative Code 232.35(c) (Submission of Required Information) and Education Code 22.0831. [See DBAA]

*19 TAC 230.75*

Specific  
Requirements for  
Initial Permits

An individual for whom an emergency permit is activated must:

1. Have completed the appropriate semester credit hours or equivalent contact hours required for the emergency permit sought as specified in 19 Administrative Code 230.77, or, for a degreed, certified teacher, have passed the appropriate content specialization portions of the appropriate certification examination required for the target certificate; and
2. Have satisfied the appropriate experience requirement specified in 19 Administrative Code 230.77 for the emergency permit sought.

*19 TAC 230.77(a)*

SBEC rules provide requirements for the following assignments:

1. Elementary grades (early childhood–grade 6) (general education).
2. Secondary grades (grades 7–12) (general education).
3. All grade levels (early childhood–grade 12) (general education).
4. Career and technical education programs.
5. Special populations, such as English language learners (ELLs) and students with special learning needs.
6. Other instructional and support personnel, such as school counselor, educational diagnostician, school librarian, and JROTC instructor.

*19 TAC 230.77 (b)–(g)*

*Hardship  
Exception*

An emergency permit may be authorized on a hardship basis for an individual who does not meet all eligibility requirements only if approval has been granted and email notification received from TEA staff. The district must:



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1. Document local conditions requiring the assignment of an individual who does not meet emergency permit requirements;
2. Verify that the deficiencies for the certificate sought do not exceed 36 semester credit hours; and
3. Verify:
  - a. That the individual will be enrolled in the first available course listed on the certification plan; or
  - b. Registration for the next available administration of the appropriate content specialization portion of the certification examination for an individual who holds a valid Texas classroom teaching certificate and a bachelor's degree or higher from an accredited institution of higher education and is placed in an assignment requiring a different classroom teaching certificate.

*19 TAC 230.71(h)*

*Holders of Intern  
or Probationary  
Certificates*

Candidates who hold an intern certificate under the provisions of 19 Administrative Code 230.36 (Intern Certificates) or a probationary certificate under 19 Administrative Code 230.37 (Probationary Certificates) may be employed on an emergency permit during the validity of the intern certificate or probationary certificate, if the emergency permit is being issued in a certificate area not available through the educator preparation program that provided recommendation for the intern certificate or probationary certificate. *19 TAC 230.71(j)*

Procedures for  
Initial Permit

The superintendent or his or her designee or authorized representative must verify the individual's eligibility for the emergency permit [see General Eligibility Requirements and Specific Requirements for Initial Permits, above] and submit online to TEA the following information within 45 instructional days of assignment.

For all assignments (except career and technical education assignments based on skill and experience):

1. A completed online emergency permit application;
2. One of the following:
  - a. A certification plan from an approved Texas educator preparation program (EPP); or
  - b. Verification of registration for an appropriate certification examination for a teacher that is already certified; and
3. The appropriate fee (payable by the school district).

For career and technical education assignments based on skill and experience:

1. A completed online emergency permit application;
2. A copy of the individual's statement of qualifications, approved by the certification officer of a Texas EPP;
3. Acceptable license, registration, or certification by a state-authorized or nationally recognized agency in an occupational area appropriate for the assignment;
4. A certification plan from an approved Texas EPP for the career and technical education certificate appropriate for the assignment; and
5. The appropriate fee (payable by the school district).

*19 TAC 230.79*

Validity of  
Emergency Permit

The validity date of an activated and authorized emergency permit is specified in 19 Administrative Code 230.97 (Effective Dates of Certificates and Permit Issuance).

An emergency permit is valid for the remainder of the school year for which it is activated and authorized by SBEC. The emergency permit must be submitted to TEA within 45 instructional days from the date of assignment. A permit authorized by SBEC is valid for service only in the requesting district and only for the assignments indicated on the emergency permit application.

Effective with the 2017–18 school year, the employment of an individual on an emergency permit, with the exception of the assignment as a JROTC instructor or a teacher of students with visual impairments may not exceed one school year in the same assignment. [See One-Year Limitation, below]

Prior to the 2017–18 school year, the individual may serve in a specific assignment no more than one additional school year beyond the initial emergency permit. To continue beyond the initial emergency permit year, the individual must comply with the renewal provisions specified in 19 Administrative Code 230.81. [See Renewal Requirements and Procedures, below]

Effective with the 2017–18 school year, to continue employment in the assignment beyond the validity of the initial emergency permit, the individual must hold the appropriate certificate, in accordance with 19 Administrative Code, Chapter 231 (Requirements for Public School Personnel Assignments). An individual may not serve as a

classroom teacher of record in the district for more than three school years without obtaining initial, standard certification.

*19 TAC 230.73*

**One-Year Limitation** Effective with the 2017–18 school year, an emergency permit will limit an individual to one year of service and no renewal will be allowed.

*Exceptions* The one-year limitation does not apply to individuals serving in the position of Junior Reserve Officer Training Corps (JROTC) instructor or teachers of students with visual impairments.

As indicated in 19 Administrative Code 230.77(g)(4)(B), emergency permits for JROTC instructors must be reissued every year.

Emergency permits for teachers of students with visual impairments referenced in 19 Administrative Code 230.77(f)(2)(B) may be renewed a maximum of two years.

*19 TAC 230.71(b), (c)*

**Renewal Requirements and Procedures** Effective with the 2017–18 school year, these renewal provisions no longer apply for emergency permits, with the exception of teachers of students with visual impairments. *19 TAC 230.73(f)*

A superintendent, designee, or authorized representative may renew an emergency permit for the same assignment in the same district for which the initial emergency permit was activated.

No individual may continue in the same assignment for more than one school year of service on an emergency permit, except that emergency permits used fewer than 90 calendar days may be renewed for one additional year of service, if needed.

The total of semester credit hours or the equivalent contact hours required to obtain certification appropriate for the assignment shall determine the number of emergency permit renewals for which the individual may be eligible.

For six semester credit hours or less plus appropriate examination requirements, an individual is not eligible for renewal.

For seven semester credit hours or more plus appropriate examination requirements, an individual is eligible for one renewal.

The superintendent or his or her designee or authorized representative may renew an emergency permit provided the following requirements and procedures are met:

1. The emergency permit must be renewed for the same assignment in the same school district.

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DBA  
(LEGAL)

2. Official transcripts verifying completion of a minimum of six semester credit hours or documentation of completion of equivalent contact hours toward the appropriate target certificate must be placed in the individual's personnel file.
3. If the individual has not completed permit renewal requirements as indicated above, the superintendent or his or her designee must obtain hardship approval from the TEA prior to continuation of the assignment.
4. The appropriate renewal of the emergency permit application must be completed online prior to the beginning date of duties for the current school year.
5. The school district shall pay the appropriate fee.

*19 TAC 230.81*

Nonrenewable  
Permits

A superintendent or designee may activate a nonrenewable permit for an individual who has not completed the appropriate examination requirements specified in 19 Administrative Code 230.21 (Educator Assessment).

A nonrenewable permit may be activated for an individual who:

1. Has completed all course and degree requirements of a Texas EPP except for successful completion of all appropriate examination requirements. Nonrenewable permits activated for individuals in this category expire 12 months from the date of activation; or
2. Holds a Texas teacher certificate with an effective date before February 1, 1986, but has not revalidated the certificate for employment purposes by passing an examination. The individual must not have been employed in a Texas school district since the start of the 1985–86 school year. A nonrenewable permit activated for an individual in this category expires six months from the date of activation or at the end of the school year, whichever is less.

A nonrenewable permit may not be activated for an individual in the same assignment area for which another permit had previously been authorized.

The superintendent, designee, or authorized representative must verify that an individual is eligible for the permit and submit the following information within 45 calendar days of assignment:

1. An application for a nonrenewable permit completed before the effective date of the assignment; and

2. The appropriate fee (payable by the district).

*19 TAC 230.83*

**Educator Consent**

A certified teacher must consent to the activation of an emergency permit and be advised of the conditions of the emergency permit.

A teacher who refuses to consent to activation of an emergency permit may not be terminated or nonrenewed or otherwise retaliated against because of the teacher's refusal to consent to the activation of the emergency permit. However, a teacher's refusal to consent shall not impair a district's right to implement a necessary reduction in force or other personnel actions in accordance with local policy.

*19 TAC 230.71(e)*

**No Property Right**

An emergency permit is authorized for the district for a specific assignment and is not the property of the individual for whom the emergency permit was activated. *19 TAC 230.71(f)*

**Unused Permits**

If an emergency permit authorized by SBEC is not used, the district shall notify TEA staff by email. *19 TAC 230.71(g)*

**Tutoring Program**

A person may participate in a tutoring program to provide supplemental instruction to students in kindergarten through grade 12 on an individualized or small-group basis.

**Eligibility**

To participate in the program as a tutor, a person must:

1. Be an active or retired teacher;
2. Apply for the position in a manner specified by a nonprofit teacher organization approved by the commissioner for the purpose of participating in the tutoring program;
3. Designate in the application whether the person plans to provide tutoring:
  - a. For compensation, on a volunteer basis, or both; and
  - b. In person, online, or both; and
4. Not be included in the Do Not Hire Registry. [See DBAA]

If an active or retired teacher who has been approved for participation in the tutoring program contacts a school district to provide tutoring to students in the district and the district needs tutoring assistance, the district may:

1. If the teacher is providing tutoring services on a volunteer basis, use the volunteer tutoring services provided by the teacher; or

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	<ol style="list-style-type: none"><li>2. If the district has local, state, or federal funds for purposes of the tutoring program and the teacher is providing tutoring services for compensation, employ the teacher as a tutor.</li></ol>
Local Oversight and Reporting	<p>The superintendent or designee shall:</p> <ol style="list-style-type: none"><li>1. Oversee the tutoring program within the district; and</li><li>2. Not later than the last day of each semester, submit a report to the board that includes, with respect to that semester:<ol style="list-style-type: none"><li>a. The number of active or retired teachers who contacted the district to offer tutoring services to students in the district; and</li><li>b. The number of active or retired teachers who were used by the district as a tutor on a volunteer basis or employed by the district to provide tutoring services for compensation.</li></ol></li></ol>
Funding	<p>A school district may use any available local, state, or federal funds to provide compensation to a person participating in the program as a tutor who is providing tutoring for compensation under the program.</p> <p><i>Education Code 33.913</i></p>
<b>Certification of Paraprofessional Employees</b>	<p>Educational aides shall be certified according to standards established by SBEC. <i>19 TAC 230.51</i></p>
<b>Federal Requirements for Teachers and Paraprofessionals</b>	<p>Teachers and paraprofessionals working in a program supported with funds under Title I, Part A of the Elementary and Secondary Education Act (20 U.S.C. 6301 et seq.) shall meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>20 U.S.C. 6311(g)(2)(J), 6312(c)(6)</i></p> <p>The state's professional standards for paraprofessionals working in a program supported with Title I funds must include qualifications that were in place under former 20 U.S.C. 6319, as that section existed before December 10, 2015. <i>20 U.S.C. 6311(g)(2)(M)</i></p>
Qualifications Before December 10, 2015	<p>Each district receiving assistance under Title I, Part A of the ESEA shall ensure that all paraprofessionals working in a program supported with those funds shall:</p> <ol style="list-style-type: none"><li>1. Be assigned only duties consistent with the following:<ol style="list-style-type: none"><li>a. A paraprofessional may be assigned to:</li></ol></li></ol>

- (1) Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
    - (2) Assist with classroom management, such as organizing instructional and other materials;
    - (3) Provide assistance in a computer laboratory;
    - (4) Conduct parental involvement activities;
    - (5) Provide support in a library or media center;
    - (6) Act as a translator; or
    - (7) Provide instructional services to students in accordance with items (b) and (c).
  - b. A paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with this section; and
  - c. A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
2. Regardless of a paraprofessional's hiring date, have earned a secondary school diploma or its recognized equivalent.
  3. If hired after January 8, 2002, have one of the following credentials:
    - a. Completed at least two years of study at an institution of higher education;
    - b. Obtained an associate's (or higher) degree; or
    - c. Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
      - (1) Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

- (2) Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Receipt of a high school diploma is not sufficient to satisfy the formal academic assessment requirement.

The requirements at item 3, above, shall not apply to a paraprofessional:

1. Who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under Title I, Part A by acting as a translator; or
2. Whose duties consist solely of conducting parental involvement activities.

*Former 20 U.S.C. 6319 in effect before Dec. 10, 2015*

**Federal  
Requirements for  
Special Education  
Teachers**

Each person employed as a special education teacher who teaches elementary school, middle school, or secondary school must:

1. Have obtained full state certification as a special education teacher [including participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 C.F.R. 2005.56(a)(2)(ii) as in effect November 28, 2008], or passed the state special education teacher licensing examination, and holds a license to teach in the state as a special education teacher;
2. Have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
3. Hold at least a bachelor's degree.

*20 U.S.C. 1412(a)(14)(C)*

**CPR and First Aid  
Certification**

A district employee who serves as head director of a school marching band, head coach, or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. A district shall adopt, in accordance with its professional development policy [see DMA], procedures for adminis-



tering this requirement, including procedures for the time and manner in which proof of current certification must be submitted. *Education Code 33.086*

**AED Certification**

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner must receive and maintain certification in the use of an automated external defibrillator (AED) from the American Heart Association, the American Red Cross, or a similar nationally recognized association. *Education Code 22.902(c)* [See DMA]

**School Bus Drivers**  
Credentials

For purposes of the following provisions, a “school bus driver” is a driver transporting school children and/or school personnel on routes to and from school or on a school-related activity trip while operating a multifunction school activity bus, school activity bus, or school bus. *37 TAC 14.1* [See CNA]

At a minimum, to become employed and maintain employment status as a school bus driver, a person must meet the following requirements:

1. Be at least 18 years old.
2. Possess a valid driver’s license designating a class appropriate (with applicable endorsement, if commercial driver license) for the gross vehicle weight rating and manufacturer’s designed passenger capacity of the vehicle to be operated.
3. Meet the medical qualifications specified by the Department of Public Safety (DPS) at 37 Administrative Code 14.12. [See DBB]
4. Maintain an acceptable driving record in accordance with the minimum standards established by the DPS at 37 Administrative Code 14.14.
5. Maintain an acceptable criminal history record, secured from any law enforcement agency or criminal justice agency, and reviewed in accordance with the provisions of Education Code Chapter 22. [See DBAA]
6. Possess a valid Texas School Bus Driver Safety Training Certificate, as specified at 37 Administrative Code 14.35 or a valid Enrollment Certificate, as specified at 37 Administrative Code 14.36.

*Transp. Code 521.022; 37 TAC 14.11, .12, .14*

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Pre-Employment  
Inquiries

An applicant for employment as a school bus driver must disclose to the district:

1. Any violations of motor vehicle laws or ordinances (other than parking violations) of which the applicant was convicted or forfeited bond or collateral during the three years preceding the date the application is submitted;
2. Any serious traffic violations, as defined by Transportation Code 522.003(25), of which the applicant was convicted during the ten years preceding the date the application is submitted; and
3. Any suspension, revocation, or cancellation of driving privilege that the applicant has ever received.

The district shall make an inquiry into the applicant's complete driving record, with DPS and with any state in which the applicant held a motor vehicle operator's license or permit within the past seven years. If no previous driving record is found to exist, the district must document its efforts to obtain such information and certify that no previous driving record exists for the individual.

The district shall review the applicant's driving record to determine whether that person meets minimum requirements, as described at 37 Administrative Code 14.14(d) (penalty points for convictions of traffic law violations and crash involvements).

*37 TAC 14.14(b)*

Annual Evaluation

A district shall, at least once every 12 months, make an inquiry into the complete driving record of each school bus driver it employs, with DPS and with any state in which the individual held a motor vehicle operator's license or permit during that time period. The district shall review the driving record to determine whether the individual meets the minimum requirements described at 37 Administrative Code 14.14(d) (penalty points for convictions of traffic law violations and crash involvements). *Transp. Code 521.022(d); 37 TAC 14.14(c)*

Disqualification

Any person who has accumulated ten or more penalty points shall be considered ineligible to transport students until such time as he or she may become qualified. A school bus driver who receives notice that his or her license, permit, or privilege to operate a motor vehicle has been revoked, suspended, or withdrawn shall notify the district of the contents of the notice before the end of the business day following the day the driver received it. A district shall not permit a disqualified driver to drive a school bus, school activity bus, or multifunction school activity bus. *37 TAC 14.14(g)*

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**Employee Records**

Professional  
Employees

The following records on professional personnel must be readily available for review by the commissioner:

1. Credentials (certificate or license);
2. Service record(s) and any attachments;
3. Contract;
4. Teaching schedule or other assignment record; and
5. Absence from duty reports.

Service Record

The basic document in support of the number of years of professional service claimed for salary increment purposes and both the state's sick and personal leave program data for all personnel is the service record (form FIN-115) or a similar form containing the same information. It is the responsibility of the issuing district to ensure that service records are true and correct and that all service recorded on the service record was actually performed.

The service record must be validated by a person designated by a district to sign service records. The service record shall be kept on file at the district.

*Former  
Employees*

On request by a classroom teacher, librarian, school counselor, or nurse or by the school district employing one of those individuals, a district that previously employed the individual shall provide a copy of the individual's service record to the district employing the individual. The district must provide the copy not later than the 30th day after the later of:

1. The date the request is made; or
2. The date of the last day of the individual's service to the district.

The original service record, verified by the employee, shall be given to the employee upon request or sent to the next employing district. A district must maintain a legible copy for audit purposes. A scanned version of the original service record may be considered official if sent directly from one employing district to another employing district.

*Education Code 21.4031; 19 TAC 153.1021(b), (d)*

Access to  
Employee Records

With regard to public access to information in personnel records, custodians of such records shall adhere to the requirements of the Public Information Act. *Gov't Code Ch. 552* [See GBA]

Information in a personnel file is excepted from the requirements of the Public Information Act if the disclosure would constitute a clearly unwarranted invasion of personal privacy.

Except as provided below, an employee of a district shall choose whether to allow public access to information in the district's custody that relates to the employee's home address, home telephone number, emergency contact information, or social security number, or that reveals whether the person has family members.

*Gov't Code 552.024, .102(a)*

The social security number of an employee of a district in the custody of the district is confidential. A district may not require an employee or former employee of the district to choose whether to allow public access to the employee's or former employee's social security number. *Gov't Code 552.024(a-1), .147(a-1)*

*Employee Right  
of Access*

All information in the personnel file of a district employee shall be made available to that employee or the employee's designated representative as public information is made available under the Public Information Act. An employee or an employee's authorized representative has a special right of access, beyond the right of the general public, to information held by a district that relates to the employee and that is protected from public disclosure by laws intended to protect the employee's privacy interests.

A district may not deny to the employee or his or her representative access to information relating to the employee on the grounds that the information is considered confidential by privacy principles under the Public Information Act. A district may assert as grounds for denial of access other provisions of the Public Information Act or other laws that are not intended to protect the employee's privacy interests.

If a district determines that information in the employee's records is exempt from disclosure under an exception of Government Code Chapter 552, Subchapter C, other than an exception intended to protect the privacy interest of the requestor or the person whom the requestor is authorized to represent, it shall submit a written request for a decision to the attorney general before disclosing the information. If a decision is not requested, a district shall release the information to the requestor not later than the tenth day after the request for information is received.

*Gov't Code 552.023, .102(a), .307*

**Updating Credentials** All employees who have earned certificates, endorsements, or degrees of higher rank since the previous school year shall file with the District:

1. An official college transcript showing the highest degree earned and date conferred.
2. Proof of the certificate or endorsement.

**Contract Personnel** The Superintendent or designee shall ensure that contract personnel possess valid credentials before issuing contracts.

**Social Security Number** The District shall not use an employee's social security number as an employee identifier, except for tax purposes [see DC]. In accordance with law, the District shall keep an employee's social security number confidential.

**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 individual 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;
3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
  - a. Home address; or
  - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

*Family Code 261.102, .104*

**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)*

**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)*

**Immunity from  
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is

immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

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

**Criminal Offenses**

Failure to Report

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

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

*Family Code 261.109*

False Report

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

Coercion

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

**SBEC Disciplinary Action**

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

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

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### Investigations

#### Reports to District

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

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *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](#)<sup>1</sup> for more information on reporting abuse, neglect, and exploitation.

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

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

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

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

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

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

Training

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

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

**Reporting Child  
Abuse and Neglect**

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

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

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

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

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

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

### **Restrictions on Reporting**

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

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

### **Making a Report**

Reports may be made to any of the following:

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

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

[See FFG(LEGAL)]

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

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

**Confidentiality**

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

**Immunity**

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

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

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

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

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

**Responsibilities  
Regarding  
Investigations**

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

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

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

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



**Threat Assessment  
and Safe and  
Supportive Team**

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

Training

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

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee  
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or  
Emergencies

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

Threat Assessment  
Process

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

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

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

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

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

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

As appropriate, the team may refer a student:

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

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

Guidance to School  
Community

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

Reports

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

**Threat Assessment**

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

*Education Code 37.115(a)*

Threat Assessment  
Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs;
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below];
4. Require each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee; and

5. Provide for:
  - a. A district employee who reports a potential threat to a team to elect for the employee's identity to be confidential and not subject to disclosure Government Code Chapter 552 (Public Information Act), except as necessary for the team, the district, or law enforcement to investigate the potential threat; and
  - b. The district to maintain a record of the identity of a district employee who elects for the employee's identity to be confidential.

Membership                      The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team.

Oversight  
Committee                      The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties                      Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
  - a. Referring a student for mental health assessment; and
  - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and

3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Parental  
Participation

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student regarding the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to participate in the assessment, either in person or remotely, and to submit to the team information regarding the student.

After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

*Consent for  
Mental Health-  
Care Service*

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

*Education Code 37.115(c)-(g)*

Determination of  
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

*Education Code 37.115(h)-(j)*

Recordkeeping

Materials and information provided to or produced by a team during a threat assessment of a student under this provision must be maintained in the student's school record until the student's 24th birthday. *Education Code 37.115(j-1)*

[For information regarding the transfer of threat assessment records between school districts, see FD and FDA.]

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
  - a. Any disciplinary action taken, including a change in school placement;
  - b. Any action taken by law enforcement; or
  - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
  - a. Citations issued for Class C misdemeanor offenses;
  - b. Arrests;
  - c. Incidents of uses of restraint;
  - d. Changes in school placement, including placement in a JJAEP or DAEP;
  - e. Referrals to or changes in counseling, mental health, special education, or other services;
  - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
  - g. Unexcused absences of 15 or more days during the school year; and

- h. Referrals to juvenile court for truancy; and
- 5. The number and percentage of school personnel trained in:
  - a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
  - b. Mental health or psychological first aid for schools;
  - c. Training relating to the safe and supportive school program; or
  - d. Any other program relating to safety identified by the commissioner.

*Education Code 37.115(k)*

# **Splendora Independent School District**



## **Suicide and Self Harm Prevention Procedures**

Revised August 2022



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# INTRODUCTION

Splendora ISD is committed to providing a safe and supportive environment for all students and staff. This guide is to ensure consistency for all campuses and provide all counselors and administrators clear guidance on how to prevent, identify, and respond to student suicidal ideation, self harm or suicide.

## Suicide Prevention, Intervention, and Postvention

Suicide prevention, intervention, and postvention resources and programs help school staff recognize students at risk of suicide and intervene effectively by providing referrals or access to effective interventions.

Suicide prevention, intervention, and postvention is reinforced by the following school mental health domains: mental health promotion, prevention, early intervention; substance abuse prevention and intervention; positive, safe, and supportive school climate; and building skills related to emotions, positive relationships, and decision-making.

## Suicide and Self Harm Prevention

SISD is committed to establishing a culture that promotes social, emotional, and physical wellbeing for all.

As a part of that commitment, we will provide Suicide and Self Harm Prevention and Prevention Education for students and staff.

**Texas Education Code, Chapter 38, Subchapter G. Mental Health, Substance Abuse and Youth Suicide**  
**Sec. 38.351. MENTAL HEALTH PROMOTION AND INTERVENTION, SUBSTANCE ABUSE PREVENTION AND INTERVENTION, AND SUICIDE PREVENTION.**

- (a) The agency, in coordination with the Health and Human Services Commission and regional education service centers, shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified under Subsection (c) for implementation in public elementary, junior high, middle, and high schools within the general education setting.
- (b) Each school district may select from the list provided under Subsection (a) a program or programs appropriate for implementation in the district.
- (c) The list provided under Subsection (a) 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.
- (d) For purposes of Subsection (c), "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 school district, parents of those students, and personnel employed by the district.
- (e) The suicide prevention programs on the list provided under Subsection (a) must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:
- (1) recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
  - (2) recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include

declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

(3) intervene effectively with students described by Subdivision (1) or (2) by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and

(4) assist students in returning to school following treatment of a mental health concern or suicide attempt.

## Methods to Report Threats or Concerns

Any individuals wishing to report concerns about students may notify any school personnel, administrator, Splendora ISD police officer, or the Tip Line located on the SISD District website.

Once a tip is received through the tip line, the tip will be communicated with campus administration to determine the course of action.

**Reporting requirements for all staff:** Teachers, administrators, nurses, and staff members should report any threats, suspicions, or behaviors that indicate that a student may be considering suicide or self-injury to a counselor or administrator in the most expedient way possible. This report should be made via phone or in person to ensure that immediate assistance can be provided. Do not email for assistance. Email can cause a delay in response. These situations constitute a crisis response and should be reported in a timely fashion - preferably as soon as the employee has a concern. In the event that a counselor is unavailable, the incident should be reported immediately to an administrator who will handle the situation or locate a counselor or other mental health professional in the district.

**Reporting from other sources:** Parents and fellow students may also report concerns directly to the counselors or other staff members if they are concerned about words, actions and behaviors that cause them to suspect suicidal ideation, suicide or self-harm. These reports should be taken seriously and investigated. The name of the reporting student will remain confidential when possible. Reports may also be submitted through the SISD Tip Line located on the SISD Webpage.

**Self Referral:** Students may also self report with a counselor or administrator to seek assistance for suicidal ideation or self-harming behavior. Students should be advised that confidentiality does not extend to situations of suicide or self-harm. All attempts to protect the student's confidentiality will be observed, but parents and certain administrators and staff will be involved to assure that the student receives proper care.

## Suicide and Self Harm Intervention and Risk Management

The School Counselor or other professional will follow the SISD Procedures for handling a student self harm or suicidal statement or action. The School Counselor or other professional will work to ensure the

safety of the student.

The standard approach to intervention provides school personnel with the ability to review a potential threat and determine the appropriate response. This process gives trained school personnel a framework for considering intent and response. The purpose of these procedures is to protect the health, safety and well being of all district students by using a uniform approach for referral, assessment, notification and monitoring for students that are at-risk for suicide or self-injuring behaviors.

An at-risk student for **suicide** is defined as one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of or deterioration of a mental health condition. The student may have thought about suicide, expressed suicidal thoughts either verbally or in writing, or expressed risk factors that indicate a feeling of hopelessness and/or isolation. **Suicidal ideation** includes thinking about, considering, or engaging in behaviors that could result in death. A desire to be dead or “not here anymore” without a plan or intent to end one’s life is still considered suicidal ideation and should be taken seriously.

**Self-harm** is deliberately engaging in activities that cause bodily injury to oneself. This student may be considered suicidal or not suicidal based on the behavior and the intended outcome. Although self-injuring behavior often lacks suicidal intent, youth who engage in self-injuring behaviors are more likely to attempt suicide. Self-injuring behaviors should be taken seriously.

**Response:** Once an incident has been reported to the counselor or other professional, the student will be seen immediately (or kept in a safe location that is monitored by an adult staff member.) The counselor or other professional will conduct an interview with the student. Based on the findings and the student’s statements, emotional state, mood, and intent, the counselor will implement a response plan that protects the health and welfare of that student. These steps will be documented using the SISD Crisis Intervention Documents. During this interview, the student will be informed about the limits on confidentiality with respect to suicide. Parents will be contacted if the student is causing harm to self or having thoughts or actions of suicidal ideation. This contact will be documented using the SISD Crisis Forms.

## Responding to Reports of Suicidal Ideation or Self Harm

**Determining the Type and Nature of the Report:** All reports of suicide or self-harm should be taken seriously and acted upon in a timely manner.

Determine if the report/threat/statement is **Transient or Substantive** in nature.

- **Transient:** A transient threat is temporary in nature and can be an expression of humor, anger, or frustration, and can sometimes be resolved by the person retracting or explaining the situation or circumstances. If the statement or behavior is transient, look for ways to resolve the situation in a more productive manner. Transient statements may

be more common with younger students expressing inappropriate comments while experiencing frustration or other challenging emotions.

- **Substantive:** A substantive threat, statement or behavior is one that includes a real and existing concern for the students safety. The threat, statement or behavior is concerning and could result in danger and/or harm to the student.

TRANSIENT	vs	SUBSTANTIVE
<p>A transient threat/statement/behavior meets one or more of the following:</p> <ul style="list-style-type: none"> <li>● Temporary feelings of anger, frustration or sadness</li> <li>● A tactic in an argument</li> <li>● Expression that is used inappropriately, but is not the intended outcome (i.e. This makes me want to blow my head off.)</li> <li>● Intended as joke or figure of speech</li> </ul>		<p>A substantive threat meets one or more of the following:</p> <ul style="list-style-type: none"> <li>● Specific, plausible details such as a plan, intent, time, place, and method</li> <li>● Threat/statement/behavior that has been repeated over time or relayed to multiple persons</li> <li>● Physical evidence of intent to carry out threat/statement/behavior (e.g., lists, drawings, written plan, possession or access to means.</li> <li>● Student has a history of suicidal ideation or self harm</li> <li>● Prior hospitalization for MH Concerns</li> <li>● Other factors that cause concern</li> </ul> <p>Factors to consider in which substantive threats are more likely:</p> <ol style="list-style-type: none"> <li>1. Age of student</li> <li>2. Credibility of account</li> <li>3. Documented history of mental health concerns.</li> <li>4. Information gathered from parents or other concerned individuals</li> </ol>

**DETERMINE IF SUBSTANTIVE THREAT IS  
A Concern, a Significant Concern, or an  
Imminent Concern and follow response  
protocols.**

After the initial interview with the counselor, the counselor may determine that the threat is not substantive in nature. The counselor will contact the parent/guardian by phone and provide information about the student's behavior and emotional state. The counselor will also solicit information from the parent about the student's behavior and emotional state at home, gather information about recent changes in the family, the student and/or other extenuating circumstances. If there are no additional indicators of substantive concerns, the student may return to class. This will be documented on the [Electronic SISD Crisis Documentation Form](#) as a **Transient Concern**. This applies to suicidal ideation and self harming behaviors.

If during the interview the counselor determines that there is a concern for the student's safety, the report/threat/statement will be treated as a **Substantive Concern**, and the counselor will follow the SISD guidelines for reporting the concern and notifying parents and administration.

### **Responses to Levels of Substantive Concerns for SUICIDAL IDEATION -**

#### **Once the crisis situation has been addressed, refer the incident to the SSSP Behavioral Threat Assessment Coordinator to assess the need for a full Behavioral Threat Assessment.**

**Level 1: Concern:** The student expresses suicidal ideation or feelings of hopelessness but has no plan, method, or history of suicidal ideation or self harming behaviors.

- Do not leave the student unattended.
- Contact the parent/guardian by phone and give a detailed account of the concern
- Provide resources for consultation and further assessment and counseling as necessary
- Provide the parent with a copy of the Notice of Concern documentation (This may be emailed after the parent is notified. It should never be emailed prior to the parent phone call.)
- Provide the parent with information for understanding depression and suicidal ideation, and home safety.
- Notify campus administration that there is a concern and that the parent has been contacted.
- Provide the student with specific information about self referral and the crisis lines.

- Schedule a follow up session with the student for the following week.
- Document the concern and all steps taken on the electronic **SISD Crisis Documentation Form**

**Level 2: Significant Concern:** The student expresses suicidal ideation and/or feelings of hopelessness and has a history of Mental Health concerns or previous suicide attempts but has no plan, realistic method, or intent.

- Do not leave the student unattended
- Contact the parent/guardian by phone **and request that the parent come to the school for a conference.**
- Provide resources for consultation and further assessment and counseling as necessary.
- Provide the parent with information for understanding depression and suicidal ideation, and home safety
- **Have the parent sign the Notification of Concern Form**
- Notify campus administration that there is a concern and that the parent has been contacted.
- Provide the student with specific information about self referral and the crisis lines.
- Schedule a follow up session with the student for the following week.
- Document the concern and all steps taken on the **electronic SISD Documentation Form**
- **Complete a Safety Plan with the student upon return to school.** Share this plan with administration and any other school staff that have a need to know to ensure the safety of the student.

**Level 3: Imminent Concern:** The student expresses suicidal ideation with a plan or intent that is *realistic and achievable*.\*.

\*“Realistic and achievable” must be considered with developmental and age appropriate vocabulary and intentions.

- Do not leave the student unattended.
- Notify school administration.
- Contact the parent/guardian by phone and request that they come to the school **immediately to meet with the counselor and/or administrator.**
  - If the parent refuses to come to the school, contact administration and the Director of Counseling and Wellness for guidance.
- Provide resources for consultation and further assessment and counseling.
- Provide the parent with information for understanding depression and suicidal ideation, and home safety.
- **Have the parent sign the Notification of Concern Form**
- Provide the student with specific information about self referral and the crisis lines.
- **Strongly request that the student be taken for evaluation. Provide referral resources and crisis lines. The student should not return to class without checking in through the counselors office.**



- **Follow up with the parent/guardian about the status of the evaluation.**
- Document the concern and all steps taken on the electronic **SISD Documentation Form**
- **Complete a Safety Plan with the student upon return to school.** Share this plan with administration and any other school staff that have a need to know to ensure the safety of the student.

**Level 4: A student makes a suicide attempt on campus.**

- Take whatever steps are necessary to ensure the survival of the student. This may include providing immediate medical care, contacting the campus nurse, calling 911, and contacting campus law enforcement.
- Do not leave the student unattended.
- Contact campus administration, the Mental Health and Wellness Specialist, and the Director of Counseling and Wellness as quickly as possible.
- Work with campus and district administration to develop a plan to ensure the safety of the student.
- If the student is transported to a medical facility, a school administrator should accompany the student.
- Once the initial emergency is resolved, contact the parent/guardian by phone and request that they come to the school **to meet with the counselor and administrator.**
  - If the parent refuses to come to the school, contact administration and the Director of Counseling and Wellness for guidance.
- **Strongly request that the student be taken for evaluation if this has not been done. Provide referral resources and crisis lines. The student should not return to class without checking in through the counselors office.**
- Provide resources for consultation and further assessment and counseling.
- Provide the parent with information for understanding depression, suicidal ideation, and home safety.
- **Have the parent sign the Notification of Concern**
- Provide the student with specific information about self referral and the crisis lines.
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate.
- **Follow up with the parent/guardian about the status of the evaluation.**
- Document the event and all steps taken in response to it on the electronic **SISD Documentation Form**
- **Complete a Safety Plan with the student upon return to school.** Share this plan with administration and any other school staff that have a need to know to ensure the safety of the student. Schedule follow up sessions with the student as needed for re-entry.

**Responses to Levels of Substantive Concerns for SELF HARM**

**Once the crisis situation has been addressed, refer the incident to the SSSP Behavioral Threat Assessment Coordinator to assess the need for a full Behavioral Threat Assessment.**

**Level 1: Concern:** The student expresses thoughts of self harming, has a history of self harming behaviors, or has self harmed in a way that does not require medical attention. (i.e. Small scratches, eraser burns, self punching....)

- Contact the parent/guardian by phone and give a detailed account of the concern.
- Provide resources for consultation and further assessment and counseling.
- Provide the parent with a copy of the **Notice of Concern Form** documentation (This may be emailed after the parent is notified. It should never be emailed prior to the parent phone call.)
- Provide the parent with resources for understanding self harming behaviors.
- Notify campus administration that there is a concern and that the parent has been contacted.
- Provide the student with specific information about self referral and the crisis lines.
- Schedule a follow up session with the student for the following week.
- Document the concern and all steps taken on the **SISD Documentation Form**

**Level 2: Significant Concern:** The student self harms in a way that causes bleeding, requires bandages, is concerning enough to require immediate attention or has a history of Mental Health concerns.

- Ensure the safety of the student and have the school nurse check the student's injuries.
- Ensure that the student does not have the means to self harm on their person, and do not leave the student alone.
- Contact the parent/guardian by phone **and request that the parent come to the school for a conference.**
- Provide resources for consultation and further assessment and counseling.
- Provide the parent with resources for understanding self harm, depression and suicidal ideation.
- **Have the parent sign the Notification of Concern Document**
- Notify campus administration that there is a concern and that the parent has been contacted.
- Provide the student with specific information about self referral and the crisis lines.
- Schedule a follow up session with the student for the following week.
- Document the concern and all steps taken on the **SISD Documentation Form**

**Level 3: Imminent Concern:** The student self harms and expresses thoughts or actions that are consistent with suicidal ideation.

- Do not leave the student unattended.
- Notify school administration.
- Contact the parent/guardian by phone and request that they come to the school **immediately to meet with the counselor and administrator.**

- If the parent refuses to come to the school, contact administration and the Director of Counseling and Wellness for guidance.
- Provide resources for consultation and further assessment and counseling.
- Provide the parent with resources for understanding self harm, depression and suicidal ideation.
- **Have the parent sign the Notification of Concern Form**
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate.
- Provide the student with specific information about self referral and the crisis lines.
- **Strongly request that the student be taken for evaluation. Provide referral resources and crisis lines. The student should not return to class without checking in through the counselors office.**
- **Follow up with the parent/guardian about the status of the evaluation.**
- Document the concern and all steps taken on the **SISD Documentation Form**
- **Complete a Safety Plan with the student upon return to school.** Share this plan with administration and any other school staff that have a need to know to ensure the safety of the student.
- Schedule follow up sessions with the student as needed for re-entry.

## Returning to School After a Mental Health

### Crisis

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school counselor, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

- A school counselor or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school counselor shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented. A personal safety plan will need to be developed and distributed to student's teachers and relevant staff.
- While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.

- The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
- The school counselor shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
- The school counselor or administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The school counselor shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

## Referral to and from the Campus Threat Assessment Team

Threats of self-harm and all types of suicidal ideation are referred to school counselors under the Splendora ISD Suicide Prevention Procedures and not the Threat Assessment Team. Sometimes students make threats to both others and themselves. In these instances, they should be screened in accordance with the SISD Suicide Prevention Procedures as well as the steps outlined in the Threat Assessment Manual. Students may be referred to the Threat Assessment Team if they are being screened for suicidal ideation by the counselor and a threat is made or an intent to harm others is discovered.

If, during a counselor interview with the student, there is a threat of harm to others, the Campus Threat Assessment Team should be notified to begin their threat assessment process. The Campus Threat Assessment Team should investigate threats, develop safety plans, and develop behavioral interventions to reduce the risk of violence.

SISD has identified Dr. Dewey Cornell's approach to threat assessment as the model that supports the mission and vision of SISD. Combined with the training and material presented by SIGMA Threat Management Associates, the following principles are supported by the Threat Assessment Teams and SISD.

The basic principles of the Dewey model are:

1. Prevention is possible.
2. Consider the context.
3. Adopt an investigative mindset.
4. Rely on facts, not profiles.
5. Gather information from multiple sources.

6. Does the student pose a threat?

During the Threat Assessment Process, the student may make statements that indicate a need to go through the Intervention Process for Suicidal Ideation or Self Harm. The Threat Assessment Team should refer the student to the counselor as a part of the Threat Assessment Process, and ensure that the student sees the counselor before leaving campus.

## POSTVENTION

### A School Counselor and Risk Assessment- The American School Counselor Association Position Statement

[ASCA - The School Counselor and Suicide Risk Assessment](#) +

#### **ASCA Position**

School counselors support best practice in suicide prevention to reduce suicide risk in children and adolescents and are part of a collaborative team who respond when students are identified as at-risk for suicide. When becoming aware of a student considering suicide, school counselors assert their ethical and legal responsibility to report suspected suicide risk to parents/ guardians and the appropriate authorities.

#### **The Rationale**

U.S. Department of Health and Human Services Centers for Disease Control and Prevention data reveals that from 2007 to 2017, suicide was the second-leading cause of death for persons aged 10–19 and that suicide rates have been steadily increasing (Curtin and Heron, 2017). Because school counselors work with all students through the delivery of school counseling programs, school counselors are in a position to raise awareness among students, families and the education community regarding student suicide and assist educators in understanding how to recognize and respond to suicide risk.

#### **The School Counselor's Role**

Through their work in classroom, group and individual settings, school counselors work to create supportive relationships with all students and to identify students' social/emotional needs (ASCA,

2019). Through these interactions as well as through consultation with school staff, school counselors may become aware that a student could be at risk for suicide by report from the student, the student's peers or school staff. School counselors are acutely aware that if they are placed on notice by any of these means, they must always notify parents/guardians about this risk. The exception is when the parent/ guardian's abuse or neglect is the expressed reason for the student's suicidal ideation. In these cases, the school counselor must contact child protective services.

School counselors support the development of district policy based on best practices in suicide prevention (American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists & The Trevor Project, 2019). When district suicide-risk protocols are in place, school counselors must follow them, but they advocate for change when the protocols do not comply with ethical standards (ASCA, 2016). When the school district does not have a written suicide protocol for school personnel or the policy does not comply with ethical standards and school counselor scope of practice, school counselors advocate for the team-based creation of suicide-risk policies and procedures supporting students' mental health needs and aligned with team members' competencies.

If state legislation or school board policy requires a schoolwide screening program, school counselors advocate for ethical use of valid and reliable instruments with concerns for cultural sensitivity and bias (ASCA, 2016). School counselors also advocate as a non-negotiable that parents/guardians are to be notified of any suicidal ideation. Regardless of whether the student is 18 years of age or older, school counselors' ethical imperative is to notify parents/guardians of their child's suicidal ideation (Family Educational Rights and Privacy Act, 2020; Stone, 2017).

If school counselors are required to use assessments, screenings or any type of instrument to determine the suicide risk, they advocate that they are never required to negate any level of risk of harm, as students may tell school counselors what they believe will get them out from under scrutiny. School counselors also advocate that the school district has a policy whereby parents/guardians are always contacted and notified of anything learned through an investigation of potential suicide, or with any instrument, that will guide parents/guardians in efforts to protect their child. Contacting parents/guardians is the school counselor's primary responsibility (Stone, 2017).

When a student is suicidal and in crisis in school, the school counselor's primary role is to keep the student safe until the student can be transferred to the parents/guardians. Before releasing the student to the parents/guardians, school counselors:

- are clear with parents/guardians about what is known regarding the student's suicidal ideation
- do not negate the risk of harm based on a student's self-report
- avoid using words or phrases such as "impulse control" or "low risk" in an effort to soften the message
- strongly encourage parents/guardians to seek a medical or mental health provider for a comprehensive assessment of their child
- help the family find resources if needed

As parents/guardians are the people most invested long-term in a child's life, they must be able to exercise custody and control over their child's well-being. However, in the event the parents/guardians are neglecting the child's mental health needs, school counselors make a report to child protective services. School counselors document all of these interactions with the parents/guardians and the student (Stone, 2017).

## **Summary**

School counselors support best practice in suicide prevention to reduce suicide risk in children and adolescents and are part of a collaborative team who respond when students are identified as at-risk for suicide. When students are identified or are in crisis, school counselors support them by providing parents/guardians with appropriate information and referrals. School counselors are aware of the many legal and ethical implications associated with students who are contemplating suicide and adhere to them in their practice.

**Membership and Solicitation**

Misdemeanor  
Offense

A person commits a Class C misdemeanor if the person:

1. Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or
2. Is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or a meeting at which membership in one of those groups is encouraged.

*Education Code 37.121(a), (c)*

*Public School Fraternity, Sorority, Secret Society, or Gang*

A “public school fraternity, sorority, secret society, or gang” means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, including Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities. *Education Code 37.121(d)*

*DAEP Placement*

A board or an educator shall recommend placing in a disciplinary alternative education program any student who commits the offenses described above. *Education Code 37.121(b)*

Criminal Offense

A person commits an offense if the person, with intent to coerce, induce, or solicit a child to actively participate in the activities of a criminal street gang or foreign terrorist organization, threatens the child or a member of the child’s family with imminent bodily injury or causes the child or a member of the child’s family bodily injury. *Penal Code 71.022(a-1)*

**Personal Hazing Offense**

A person commits an offense if the person:

1. Engages in hazing.
2. Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing.
3. Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge to a prin-



cial, the superintendent or other appropriate official, a peace officer, or a law enforcement agency.

*Education Code 37.152(a)*

Immunity for  
Reporting Hazing

Any person, including an entity organized to support an organization, who voluntarily reports a specific hazing incident involving a student in accordance with the requirements of Education Code 37.155 is immune from civil or criminal liability that might otherwise be incurred or imposed as a result of the reported hazing incident.

*Education Code 37.155*

**Definitions**

Hazing

“Hazing” means any intentional, knowing, or reckless act occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization if the act:

1. Is any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
2. Involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, other than as described by item 5, below, that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
4. Is any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code; or
5. Involves coercing, as defined by Penal Code 1.07, the student to consume:
  - a. A drug; or
  - b. An alcoholic beverage or liquor in an amount that would lead a reasonable person to believe that the student is intoxicated, as defined by Penal Code 49.01.

*Education Code 37.151(6)*

Educational  
Institution

“Educational institution” for purposes of this policy includes a public high school.

STUDENT CONDUCT  
PROHIBITED ORGANIZATIONS AND HAZING

FNCC  
(LEGAL)

Student

“Student” means any person who:

1. Is registered in or in attendance at an educational institution;
2. Has been accepted for admission at the educational institution where the hazing incident occurs; or
3. Intends to attend an educational institution during any of its regular sessions after a period of scheduled vacation.

Organization

"Organization" means a fraternity, sorority, association, corporation, order, society, corps, club, or student government, a band or musical group or an academic, athletic, cheerleading, or dance team, including any group or team that participates in National Collegiate Athletic Association competition, or a service, social, or similar group, whose members are primarily students.

*Education Code 37.151*

**Information  
Regarding Gang-  
Free Zones**

A superintendent shall ensure that the student handbook for each campus includes information on gang-free zones and the consequences of engaging in organized criminal activity within those zones. *Education Code 37.110*

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

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

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

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

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

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

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

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

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

**Title IX Sexual Harassment**

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

**Other Sexual Harassment**

By an Employee

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

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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

By Others

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

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

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

Examples

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

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

**Gender-Based Harassment**

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

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

Examples

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

**Dating Violence**

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

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

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

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

Examples

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

Definition of District  
Officials

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

*Title IX  
Coordinator*

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

*ADA /  
Section 504  
Coordinator*

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

*Superintendent*

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

**Alternative  
Reporting  
Procedures**

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

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

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

**Timely Reporting**

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

**Notice to Parents**

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

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

**Investigation of Reports Other Than Title IX**

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

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

**Initial Assessment**

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

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

**Interim Action**

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

District Investigation	<p>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.</p> <p>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.</p>
Criminal Investigation	<p>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.</p>
Concluding the Investigation	<p>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.</p> <p>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.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>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.</p>
Corrective Action	<p>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</p>



	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	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.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
<b>Response to Title IX Sexual Harassment</b>	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>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:</p> <ul style="list-style-type: none"><li>• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li><li>• Consider the complainant's wishes with respect to supportive measures; and</li><li>• Explain to the complainant the option and process for filing a formal complaint.</li></ul> <p>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.</p>

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

Title IX Formal  
Complaint Process

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

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

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

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

9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Records Retention**

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

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

**Access to Policy and  
Procedures**

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

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

**Staff Development**

Educator

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

Principal

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

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

Professional  
Development Policy

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

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

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

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

**Requirements for  
Training**

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

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

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

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

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

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

Optional Training

Staff development may include training in:

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

Technology and digital learning training must:

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

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

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

Required Training

Staff development must include training on:

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

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

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

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

*Instruction of  
Students with  
Disabilities*  
Definition

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

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

*Education Code 21.001(3-a)*

Requirements

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

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

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

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

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

*Suicide  
Prevention*

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



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

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

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

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

A district may satisfy a requirement to implement a program in the area of substance abuse prevention and intervention by providing instruction related to youth substance use and abuse education under Education Code 38.040. [See EHAC]

*Education Code 38.351(e), (g), (g-1), (h); 19 TAC 153.1013*

Staff Development  
Account

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

**Child Abuse,  
Trafficking, and  
Maltreatment**

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

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

The training must include:

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

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

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

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

**Trauma-Informed  
Care**

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

**Mental Health**

A district shall require each district employee who regularly interacts with students enrolled at the district to complete an evidence-

based mental health training program designed to provide instruction to participants regarding the recognition and support of children and youth who experience a mental health or substance use issue that may pose a threat to school safety.

A district may not require a district employee who has previously completed mental health training offered by a local mental health authority under Health and Safety Code 1001.203 to complete the required training.

*Education Code 22.904*

**Student Discipline**

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

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

*Education Code 37.0181*

**Test Administration**

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

**Cybersecurity**

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

**Special Programs**

Teacher Literacy  
Achievement  
Academies  
(Reading  
Academies)

A district shall ensure that:

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

*Education Code 28.0062(a)(2)*

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

Gifted and Talented  
Education

A district shall ensure that:

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

*19 TAC 89.2*

Elective Bible  
Course

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

missioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English  
Language  
Proficiency  
Assessment  
System Training

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

**Automated External  
Defibrillators**

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

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

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

*Education Code 22.902*

**Extracurricular  
Activity Safety**

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

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

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
  - a. Emergency action planning;
  - b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and

- c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

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

**Records**

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

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

*Education Code 33.206; 19 TAC 76.1003(e)*

**Steroids**

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

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

*Education Code 33.091(c-1)*

**Concussions**

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

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL that provides for not less than two hours of training in the subject matter of concussions, including evaluation, prevention, symptoms, risks, and long-term effects.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course concerning the subject matter of concussions that meets the requirements set by the Texas Department of Licensing and Regulation (TDLR).
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by

the UIL for coaches or that meets the requirements set by TDLR for athletic trainers, or a course concerning the subject matter of concussions that has been approved for continuing education credit by the appropriate licensing authority for the profession.

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

*Education Code 38.158*

**Seizure Recognition  
and Related First Aid**

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

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

*Education Code 38.033(a), (b)*

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

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.



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**Note:** For information on purchasing technological equipment with the instructional materials and technology allotment, see CMD.

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**Technology Lending Program Grant**

A district may apply to the commissioner of education to participate in the technology lending grant program established under Education Code 32.301. *Education Code 32.301(b)*

A district may use a grant awarded under this program or other local funds to purchase, maintain, and insure equipment for a technology lending program. Equipment purchased by a district with a grant is the property of the district. *Education Code 32.303*

**Guidelines for Use of Digital Devices**

The Texas Education Agency, in consultation with the Health and Human Services Commission, shall develop and distribute model health and safety guidelines that districts may use to determine best practices for the effective integration of digital devices in public schools.

The board shall adopt a policy for the effective integration of digital devices in the district. In adopting the policy, the board may decide whether to adopt the guidelines for use in the district.

Each district that adopts the guidelines may implement the guidelines in a manner that best meets the district's individual needs and the individual needs of students in the district, including students with intellectual or physical disabilities.

If a district adopts the guidelines, the district shall post the guidelines publicly on the district's internet website.

*Education Code 38.0231*

**Transfer of Equipment to Students**

Definitions

"Data processing" means information technology equipment and related services designed for the automated storage, manipulation, and retrieval of data by electronic or mechanical means.

"Electronic device" means a device that is capable of connecting to a cellular network or the internet, including a computer, smartphone, or tablet.

"Internet filter" means a software application that is capable of preventing an electronic device from accessing certain websites or displaying certain online material.

*Education Code 32.101; Gov't Code 2054.003(3)*

Transfers

A district may transfer to a student enrolled in the district:

TECHNOLOGY RESOURCES  
EQUIPMENT

CQC  
(LEGAL)

1. Any data processing equipment donated to the district, including equipment donated by a private donor, or a state eleemosynary institution or state agency under Government Code 2175.905 [see Fees, below];
2. Any equipment purchased by the district, to the extent consistent with the provisions at Use of Public Funds, below; and
3. Any surplus or salvage equipment owned by the district.

*Education Code 32.102(a)*

Before transferring data processing equipment or an electronic device to a student, a district must:

1. Adopt rules governing transfers, including provisions for technical assistance to the student by the district;
2. Determine that the transfer serves a public purpose and benefits the district;
3. Remove from the equipment any offensive, confidential, or proprietary information, as determined by the district;
4. Adopt rules establishing programs promoting parents as partners in cybersecurity and online safety that involve parents in students' use of transferred equipment or electronic devices; and
5. For the transfer of an electronic device to be used for an educational purpose, install an internet filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads.

*Education Code 32.104*

Donations

A district may accept:

1. Donations of data processing equipment for transfer under these provisions; and
2. Gifts, grants, or donations of money or services to purchase, refurbish, or repair data processing equipment.

*Education Code 32.102(b)*

Fees

A state eleemosynary institution or institution or agency of higher education or other state agency may not collect a fee or other reimbursement from a district for surplus or salvage data processing equipment transferred to the district. *Gov't Code 2175.905(c)*

Use of Public Funds

A district may spend public funds to:

1. Purchase, refurbish, or repair any data processing equipment transferred to a student; and
2. Store, transport, or transfer data processing equipment under these provisions.

*Education Code 32.105*

Eligibility

A student is eligible to receive data processing equipment under these provisions only if the student does not otherwise have home access to data processing equipment, as determined by the district. A district shall give preference to educationally disadvantaged students. *Education Code 32.103*

Return of  
Equipment

Except as provided below, a student who receives data processing equipment from a district under these provisions shall return the equipment to the district not later than the earliest of:

1. Five years after the date the student receives the equipment;
2. The date the student graduates;
3. The date the student transfers to another district; or
4. The date the student withdraws from school.

The requirements above do not apply if, at the time the student is required to return the equipment, the district determines that the equipment has no marketable value.

*Education Code 32.106*

**Prohibited  
Applications on  
District-Owned  
Devices**

“Covered application” means the social media service TikTok or any successor application or service developed or provided by ByteDance Limited or an entity owned by ByteDance Limited, or a social media application or service specified by proclamation of the governor to pose a risk to the state. *Gov’t Code 620.001(1), .005.*

A district shall adopt a policy prohibiting the installation or use of a covered application on any device owned or leased by the district and requiring the removal of covered applications from those devices. The Department of Information Resources and the Department of Public Safety shall jointly develop a model policy for districts to use in developing the required policy. *Gov’t Code 620.003*

The district’s policy may provide for the installation and use of a covered application to the extent necessary for providing law enforcement or developing or implementing information security measures. A policy allowing the installation and use of a covered application must require the use of measures to mitigate risks posed to the state during the use of the covered application and the documentation of those measures. *Gov’t Code 620.004*

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 District 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, each District police officer shall:

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

SECURITY PERSONNEL  
COMMISSIONED PEACE OFFICERS

CKEA  
(LOCAL)

	<p>A District police officer shall not be assigned routine classroom discipline or administrative tasks.</p>
<p>Limitations on Nonschool Employment</p>	<p>No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. 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.</p>
<p>Relationship with Outside Agencies</p>	<p>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. The chief of police and the Superintendent shall review the memoranda of understanding and other agreements at least once every year. All such agreements shall be approved by the Board.</p>
<p><i>Interlocal Agreement for Mutual Aid</i></p>	<p>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.</p>
<p>Video Monitoring</p>	<p>If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.</p>
<p><i>Access to Recordings</i></p>	<p>Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]</p>
<p>Training</p>	<p>Each District police officer shall receive at least the minimum amount of education and training required by law.</p>
<p>Department Regulations Manual</p>	<p>To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.</p>

<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.
Complaints	<p>Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.</p> <p>Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.</p> <p>[See CKE(LEGAL) and CKEA(LEGAL)]</p>

**Armed Security  
Officer Required**

The board shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.

For this purpose, a security officer must be:

1. A school district peace officer;
2. A school resource officer; or
3. A commissioned peace officer employed as security personnel under Education Code 37.081.

**Good Cause  
Exception**

If the board is unable to comply with this requirement, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer.

**Alternative  
Standard**

A board that claims a good cause exception must develop an alternative standard with which the district is able to comply, which may include providing a person to act as a security officer who is:

1. A school marshal; or
2. A school district employee or a person with whom the district contracts who:
  - a. Has completed school safety training provided by a qualified handgun instructor certified in school safety under Government Code 411.1901; and
  - b. Carries a handgun on school premises in accordance with written regulations or written authorization of the district under Penal Code 46.03(a)(1)(A).

**Documentation**

The board must develop and maintain documentation of the district's implementation of and compliance with this requirement, including documentation related to a good cause exception and shall, if requested by the Texas Education Agency (TEA), provide that documentation in the manner prescribed by TEA.

*Education Code 37.0814*

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

To carry out Education Code Chapter 37, Subchapter C (Law and Order), the board may:

1. Employ or contract with security personnel, including contracting with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by the Department of Public Safety;

2. Enter into a memorandum of understanding with a local law enforcement agency or a county or municipality that is the employing political subdivision of commissioned peace officers for the provision of school resource officers; and
3. Commission peace officers.

Jurisdiction

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

*Education Code 37.081(a), (a-1)*

Duties

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

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

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

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

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



<i>Prohibited Duties</i>	<p>A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:</p> <ol style="list-style-type: none"><li>1. Routine student discipline or school administrative tasks; or</li><li>2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.</li></ol> <p>This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:</p> <ol style="list-style-type: none"><li>1. The assigned duties of the officer or security personnel; or</li><li>2. An incident involving student behavior or law enforcement.</li></ol> <p><i>Education Code 37.081(d-2), (d-3)</i></p>
Refusal or Removal from District Property	<p>A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. <i>Education Code 37.105(a); 19 TAC 103.1207 [See GKA]</i></p>
Active Shooter Response Training	<p>A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period.</p> <p>A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.</p> <p>A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training.</p> <p><i>Education Code 37.0812</i></p>
School-Based Law Enforcement Proficiency	<p>School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. <i>37 TAC 218.3(d)(5); Occupations Code 1701.263(b)</i></p>
Officer Providing Volunteer Security Services	<p>A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may:</p> <ol style="list-style-type: none"><li>1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or</li></ol>

2. Wear another uniform or badge that gives the person the appearance of being a peace officer.

*Occupations Code 1702.333(d)*

**Immunity from Liability**

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

“Security personnel” includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and
4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

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

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

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

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

*Education Code 37.087*

**Notice of Exposure to Communicable Disease**

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

**Authorized  
Handguns**

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

Role of Persons  
Carrying a Firearm

A person permitted to carry a firearm on the campus of a school district may not perform the routine law enforcement duties of a peace officer, including making arrests, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, school district employee, or other individual at the district campus.

This prohibition does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in campus and district documents describing the role of peace officers in the district as required by Education Code 37.081(d) [see Duties, above].

*Education Code 37.089*