Beaumont Independent School District

District Improvement Plan

2024-2025

Mission Statement

We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Vision

In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student enrollment has shifted in the district. Hispanic students are enrolling in increasing numbers while the city's other two large demographic groups, African American and White, have decreased in enrollment. Teacher demographics have not, however, resulted in the same shift. The teacher racial breakdown is disproportionate to the students with a nearly equal amount White and African American and only .   Service to these students has not resulted in the desired improved student performance or retention since the dropout rate among Hispanic students in middle and high school has increased more than any other demographic. Of particular concern as well is the rising drop out and falling attendance rates district wide. Data below correlates to these statements.

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	17,089	100.0%	5,359,040	100.0%	17,128	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	45	0.3%	13,855	0.3%	65	0.4%	20,991	0.4%
Pre-Kindergarten	828	4.8%	196,560	3.7%	828	4.8%	197,093	3.7%
Pre-Kindergarten: 3-year Old	196	1.1%	26,356	0.5%				
Pre-Kindergarten: 4-year Old	632	3.7%	170,204	3.2%				
Kindergarten	1,216	7.1%	360,865	6.7%	1,217	7.1%	361,349	6.7%
Grade 1	1,265	7.4%	380,973	7.1%	1,265	7.4%	381,403	7.1%
Grade 2	1,214	7.1%	379,725	7.1%	1,215	7.1%	380,122	7.1%
Grade 3	1,192	7.0%	380,802	7.1%	1,193	7.0%	381,135	7.1%
Grade 4	1,179	6.9%	385,090	7.2%	1,179	6.9%	385,364	7.2%
Grade 5	1,260	7.4%	395,436	7.4%	1,261	7.4%	395,649	7.4%
Grade 6	1,350	7.9%	414,197	7.7%	1,350	7.9%	414,357	7.7%
Grade 7	1,281	7.5%	421,222	7.9%	1,281	7.5%	421,347	7.8%
Grade 8	1,242	7.3%	422,386	7.9%	1,242	7.3%	422,505	7.9%
Grade 9	1,456	8.5%	436,396	8.1%	1,456	8.5%	436,523	8.1%

	----------- **Membership** -----------				----------- **Enrollment** -----------			
Grade 10	1,360	8.0%	420,502	7.8%	1,360	7.9%	420,705	7.8%
Grade 11	1,151	6.7%	388,143	7.2%	1,151	6.7%	388,443	7.2%
Grade 12	1,050	6.1%	362,888	6.8%	1,065	6.2%	364,600	6.8%
Ethnic Distribution:								
African American	10,200	59.7%	680,285	12.7%	10,216	59.6%	681,401	12.7%
Hispanic	4,509	26.4%	2,835,771	52.9%	4,516	26.4%	2,840,982	52.9%
White	1,446	8.5%	1,418,789	26.5%	1,458	8.5%	1,424,251	26.5%
American Indian	52	0.3%	18,712	0.3%	52	0.3%	18,755	0.3%
Asian	484	2.8%	253,856	4.7%	486	2.8%	254,163	4.7%
Pacific Islander	16	0.1%	8,259	0.2%	16	0.1%	8,271	0.2%
Two or More Races	382	2.2%	143,368	2.7%	384	2.2%	143,763	2.7%
Sex:								
Female	8,461	49.5%	2,620,239	48.9%	8,473	49.5%	2,624,722	48.9%
Male	8,628	50.5%	2,738,801	51.1%	8,655	50.5%	2,746,864	51.1%
Economically Disadvantaged	13,297	77.8%	3,229,178	60.3%	13,311	77.7%	3,233,417	60.2%
Non-Educationally Disadvantaged	3,792	22.2%	2,129,862	39.7%	3,817	22.3%	2,138,169	39.8%
Section 504 Students	1,386	8.1%	387,490	7.2%	1,390	8.1%	387,622	7.2%
EB Students/EL	2,236	13.1%	1,108,207	20.7%	2,237	13.1%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	269	1.4%	66,833	1.2%				

When comparisons have been made to the state it is to highlight not only the difference between district and state numbers, but it should also be noted that state numbers have remained steady in the last three to five years that were considered while district numbers have been more fluid.

	----- **District** -----		------- **State** -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	2,393.3	100.0%	745,316.3	100.0%
Professional Staff:	1,478.7	61.8%	479,219.1	64.3%
Teachers	1,139.6	47.6%	369,395.4	49.6%
Professional Support	220.0	9.2%	78,787.8	10.6%

	----- District -----		------- State -------	
Campus Administration (School Leadership)	82.3	3.4%	22,378.5	3.0%
Central Administration	36.8	1.5%	8,657.4	1.2%
Educational Aides:	265.3	11.1%	79,348.7	10.6%
Auxiliary Staff:	649.2	27.1%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	6.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	37.0	n/a	13,211.0	n/a
Part-time Counselors	3.0	n/a	1,126.0	n/a
Total Minority Staff:	1,612.2	67.4%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	518.1	45.5%	41,186.3	11.1%
Hispanic	75.6	6.6%	104,985.0	28.4%
White	519.0	45.5%	210,367.3	56.9%
American Indian	5.0	0.4%	1,261.0	0.3%
Asian	8.9	0.8%	6,656.1	1.8%
Pacific Islander	3.0	0.3%	618.8	0.2%
Two or More Races	10.0	0.9%	4,320.9	1.2%
Teachers by Sex:				
Males	244.3	21.4%	88,006.1	23.8%
Females	895.3	78.6%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	24.5	2.2%	4,422.7	1.2%
Bachelors	816.8	71.7%	269,818.0	73.0%
Masters	288.5	25.3%	92,432.5	25.0%
Doctorate	9.9	0.9%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	191.3	16.8%	24,880.4	6.7%
1-5 Years Experience	324.0	28.4%	102,753.7	27.8%
6-10 Years Experience	167.8	14.7%	74,854.8	20.3%

	----- District -----		------- State -------	
11-20 Years Experience	238.2	20.9%	107,653.1	29.1%

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.7	6.4
Average Years Experience of Principals with District	4.6	5.5
Average Years Experience of Assistant Principals	5.5	5.5
Average Years Experience of Assistant Principals with District	4.9	4.8
Average Years Experience of Teachers:	10.6	11.2
Average Years Experience of Teachers with District:	7.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$44,188	$50,849
1-5 Years Experience	$49,965	$53,288
6-10 Years Experience	$53,142	$56,282
11-20 Years Experience	$55,206	$59,900
21-30 Years Experience	$59,250	$64,637
Over 30 Years Experience	$67,643	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$52,882	$57,641
Professional Support	$61,727	$68,030
Campus Administration (School Leadership)	$74,225	$83,424
Central Administration	$84,511	$109,662
Instructional Staff Percent:	61.9%	64.6%
Turnover Rate for Teachers:	19.2%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,136.9

Staff Information	District	State
Educational Aides	0.0	194.8
Auxiliary Staff	2.0	397.5
Contracted Instructional Staff:	0.3	5,731.4

•BISD teacher demographics have remained disproportionate to student demographics for the last 3 years within our three largest populations as evidenced by the included charts:

•Relative to state teacher turnover rates, BISD teacher turnover rates have remained higher than the state level for the last 3 years.

•Over the last 3 years the number of BISD teachers with zero to five years experience has increased while the number of teacher with 11+ years has decreased.

BISD student daily attendance has continued to decrease over the last 3 years,due to COVID and it is currently less than 90%.

•African American dropout rates continued to increase as do Hispanic, and EL.:

Problem Statement 1: BISD teacher demographics are disproportionate to student demographics as evidenced in the three largest populations - African American: students 59.7% / teachers 45.5%, Hispanic: students 26.4% / teachers 6.6%, White: students 8.5% / teachers 45.5%

Problem Statement 2: The BISD teacher turnover rate is 5.1% higher than the state. BISD 19.2% / State 14.3

Problem Statement 3: The percentage of teachers with 1-5 years of experienced has increased to 28.4% while the number of 11+ years has risen to 20.9% but is still less than the state which is at 29.1%.

Problem Statement 4: The student daily attendance rate has continued to decrease where our goal is 94%.

  * 2019 -2020 attendance rate for all students was 97.2%

Problem Statement 5: The graduation rate of African American students has continued to lag behind state averages as BISD was at 86.3% in 2019 and the state was at 92.2%. While our dropout rate was at 12.5%.

Problem Statement 6: EL dropout rates has continued to increase over the last three years in both middle school and high school to a rate of 38.5%.

Demographics Strengths

- As of spring 2022, BISD has been expanding alternative ways to provide certified teachers for every class. These include Grow Your Own, Elevate, Reg. 4 partnership, Teachers from outside the US.
- As of Fall 2022, all campuses have two designated instructional coaches; one for Math/Science and one for Reading/Social Studies.
- As of Fall 2022, BISD has one campus in internal redesign with a second in beginning year of internal redesign.

- BISD continues to build teacher pedagogy in linguistics and the application of foundational literacy skills in our tiered students through our Literacy Teams that have been formed on every campus.
- BISD has increased our number of A and B rated schools from 2020-2021 to 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1: BISD teacher demographics are disproportionate to student demographics as evidenced in the three largest populations - African American: students 59.7% / teachers 45.5%, Hispanic: students 26.4% / teachers 6.6%, White: students 8.5% / teachers 45.5%

Problem Statement 2 (Prioritized): The BISD teacher turnover rate is 5.1% higher than the state. BISD 19.2% / State 14.3 **Root Cause:** A failure to implement, maintain, and communicate a well-developed, centralized system of professional devleopment accountability that provides for mentors, coaches, trainings, development of instructional leaders, and implementation of effective protocols that can be shared by all.

Problem Statement 3: The percentage of teachers with 1-5 years of experienced has increased to 28.4% while the number of 11+ years has risen to 20.9% but is still less than the state which is at 29.1%.

Problem Statement 4: The student daily attendance rate has continued to decrease where our goal is 94%. * 2019 -2020 attendance rate for all students was 97.2%

Problem Statement 5: The graduation rate of African American students has continued to lag behind state averages as BISD was at 86.3% in 2019 and the state was at 92.2%. While our dropout rate was at 12.5%.

Problem Statement 6: EL dropout rates has continued to increase over the last three years in both middle school and high school to a rate of 38.5%.

Student Learning

Student Learning Summary

2021 Data from STAAR testing:

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	**43%**	38%	42%	69%	*	74%	*	59%	29%	67%	42%	49%	36%	39%
	2019	76%	72%	**55%**	46%	61%	81%	*	79%	*	63%	36%	29%	55%	54%	51%	60%
At Meets Grade Level or Above	2021	39%	35%	**17%**	12%	18%	40%	*	45%	*	27%	19%	17%	17%	21%	12%	13%
	2019	45%	39%	**25%**	17%	31%	53%	*	56%	*	23%	25%	10%	26%	24%	21%	27%
At Masters Grade Level	2021	19%	16%	**6%**	3%	8%	18%	*	23%	*	5%	1%	8%	6%	8%	3%	6%
	2019	27%	22%	**14%**	8%	18%	33%	*	41%	*	13%	8%	5%	15%	11%	11%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	60%	**34%**	26%	37%	64%	*	71%	*	36%	30%	42%	34%	33%	26%	36%
	2019	79%	72%	**53%**	43%	62%	73%	*	87%	*	63%	34%	38%	53%	51%	48%	60%
At Meets Grade Level or Above	2021	31%	29%	**13%**	8%	14%	31%	*	45%	*	14%	19%	33%	13%	13%	9%	13%
	2019	49%	40%	**22%**	15%	26%	44%	*	62%	*	13%	25%	14%	22%	21%	19%	24%
At Masters Grade Level	2021	14%	12%	**4%**	2%	3%	15%	*	23%	*	9%	3%	0%	4%	4%	2%	4%
	2019	25%	18%	**8%**	4%	9%	19%	*	38%	*	3%	7%	5%	8%	6%	6%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	57%	**37%**	29%	40%	63%	*	73%	*	54%	36%	23%	36%	42%	30%	38%
	2019	75%	71%	**52%**	42%	62%	81%	*	82%	-	63%	34%	50%	53%	52%	48%	59%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	36%	32%	**18%**	11%	18%	43%	*	48%	*	33%	30%	9%	18%	16%	13%	14%
	2019	44%	39%	**23%**	17%	28%	44%	*	45%	-	35%	27%	29%	25%	18%	20%	27%
At Masters Grade Level	2021	17%	14%	**7%**	3%	6%	18%	*	36%	*	21%	3%	0%	6%	8%	4%	4%
	2019	22%	18%	**9%**	6%	10%	23%	*	29%	-	21%	7%	13%	10%	8%	7%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	53%	**29%**	19%	31%	66%	*	64%	*	44%	35%	27%	30%	25%	23%	27%
	2019	75%	69%	**46%**	36%	57%	67%	*	84%	-	53%	41%	46%	47%	42%	42%	60%
At Meets Grade Level or Above	2021	36%	30%	**14%**	7%	16%	42%	*	42%	*	32%	29%	5%	14%	13%	9%	12%
	2019	48%	39%	**20%**	12%	26%	37%	*	68%	-	37%	28%	29%	21%	19%	17%	29%
At Masters Grade Level	2021	21%	16%	**7%**	2%	7%	28%	*	36%	*	16%	4%	5%	7%	7%	4%	5%
	2019	28%	21%	**10%**	5%	13%	21%	*	58%	-	21%	11%	4%	10%	9%	8%	15%
Grade 4 Writing																	

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	50%	**27%**	20%	27%	56%	*	58%	*	44%	27%	5%	27%	25%	21%	25%
	2019	67%	62%	**44%**	35%	52%	68%	*	79%	-	47%	30%	25%	45%	42%	40%	51%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	27%	24%	**10%**	7%	8%	32%	*	33%	*	19%	23%	0%	11%	9%	7%	4%
	2019	35%	30%	**18%**	13%	20%	35%	*	50%	-	26%	24%	4%	18%	18%	15%	21%
At Masters Grade Level	2021	8%	7%	**2%**	1%	1%	12%	*	18%	*	7%	1%	0%	2%	3%	1%	0%
	2019	11%	8%	**4%**	3%	3%	7%	*	18%	-	7%	10%	0%	4%	3%	3%	4%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	67%	**47%**	37%	56%	75%	*	76%	*	59%	18%	33%	46%	48%	39%	55%
	2019	86%	81%	**68%**	62%	73%	86%	*	91%	*	83%	41%	81%	69%	65%	65%	73%
At Meets Grade Level or Above	2021	46%	39%	**23%**	15%	28%	49%	*	54%	*	27%	12%	25%	23%	21%	16%	25%
	2019	54%	47%	**35%**	27%	38%	58%	*	75%	*	57%	23%	44%	36%	31%	30%	37%
At Masters Grade Level	2021	30%	23%	**13%**	7%	16%	42%	*	43%	*	14%	3%	8%	13%	14%	8%	14%
	2019	29%	23%	**17%**	11%	18%	35%	*	52%	*	30%	5%	4%	18%	13%	14%	18%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	64%	**38%**	26%	49%	64%	*	84%	*	39%	22%	25%	38%	35%	30%	47%
	2019	90%	83%	**67%**	61%	73%	81%	*	91%	*	77%	43%	67%	68%	65%	64%	77%
At Meets Grade Level or Above	2021	44%	36%	**18%**	10%	21%	46%	*	62%	*	26%	16%	25%	18%	19%	10%	20%
	2019	58%	46%	**30%**	22%	38%	44%	*	77%	*	33%	23%	30%	31%	27%	27%	42%
At Masters Grade Level	2021	25%	18%	**8%**	4%	9%	26%	*	49%	*	4%	4%	25%	8%	10%	4%	8%
	2019	36%	25%	**16%**	9%	22%	25%	*	61%	*	20%	6%	15%	17%	12%	13%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	56%	**29%**	19%	36%	63%	*	68%	*	36%	20%	42%	29%	33%	22%	34%
	2019	75%	67%	**49%**	38%	55%	83%	*	77%	*	77%	35%	52%	50%	44%	44%	53%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	31%	26%	**10%**	6%	9%	36%	*	35%	*	9%	14%	25%	10%	13%	6%	8%
	2019	49%	41%	**26%**	17%	30%	52%	*	64%	*	37%	28%	26%	27%	21%	21%	31%
At Masters Grade Level	2021	13%	10%	**4%**	2%	3%	12%	*	30%	*	0%	5%	8%	3%	6%	1%	2%
	2019	24%	18%	**9%**	4%	11%	26%	*	41%	*	13%	7%	7%	10%	7%	7%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	57%	**37%**	30%	44%	61%	*	73%	-	50%	20%	23%	39%	29%	33%	42%
	2019	68%	62%	**49%**	39%	57%	73%	*	90%	*	61%	25%	47%	50%	43%	44%	53%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	27%	**12%**	8%	13%	27%	*	20%	-	21%	15%	15%	12%	12%	10%	13%
	2019	37%	30%	**21%**	16%	23%	42%	*	68%	*	22%	18%	11%	22%	20%	17%	20%
At Masters Grade Level	2021	15%	11%	**3%**	2%	4%	11%	*	3%	-	8%	1%	0%	4%	2%	2%	3%
	2019	18%	14%	**9%**	6%	8%	21%	*	45%	*	11%	3%	5%	9%	9%	6%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	64%	**37%**	28%	45%	64%	*	79%	-	41%	22%	15%	36%	39%	31%	47%
	2019	81%	74%	**55%**	47%	64%	79%	*	88%	*	67%	37%	68%	56%	54%	52%	63%
At Meets Grade Level or Above	2021	36%	30%	**8%**	4%	10%	24%	*	46%	-	23%	15%	0%	8%	7%	6%	13%
	2019	47%	37%	**22%**	15%	28%	47%	*	65%	*	22%	21%	16%	23%	21%	18%	25%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	15%	11%	**1%**	0%	1%	5%	*	4%	-	0%	2%	0%	1%	0%	0%	1%
	2019	21%	14%	**6%**	3%	6%	13%	*	38%	*	11%	4%	5%	6%	4%	4%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	65%	**46%**	36%	58%	77%	*	77%	-	56%	21%	62%	47%	44%	40%	56%
	2019	76%	71%	**56%**	49%	60%	83%	*	84%	*	68%	30%	41%	58%	49%	52%	51%
At Meets Grade Level or Above	2021	45%	40%	**25%**	18%	32%	47%	*	52%	-	48%	15%	8%	26%	20%	19%	27%
	2019	49%	42%	**32%**	24%	37%	58%	*	68%	*	48%	25%	29%	34%	23%	27%	31%
At Masters Grade Level	2021	25%	21%	**12%**	8%	15%	19%	*	35%	-	22%	6%	0%	12%	9%	8%	13%
	2019	29%	23%	**16%**	10%	18%	41%	*	43%	*	36%	7%	12%	17%	11%	12%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	51%	**17%**	12%	26%	26%	*	31%	-	11%	16%	17%	17%	13%	14%	28%
	2019	75%	68%	**41%**	36%	45%	68%	*	53%	-	50%	28%	40%	41%	42%	39%	42%
At Meets Grade Level or Above	2021	27%	22%	**3%**	3%	5%	6%	*	8%	-	0%	13%	0%	4%	1%	3%	6%
	2019	43%	34%	**11%**	8%	16%	22%	*	13%	-	20%	24%	20%	11%	12%	10%	13%
At Masters Grade Level	2021	12%	8%	**0%**	0%	1%	0%	*	0%	-	0%	2%	0%	1%	0%	0%	1%
	2019	17%	10%	**1%**	1%	2%	0%	*	0%	-	10%	5%	0%	1%	3%	1%	2%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	61%	**40%**	33%	42%	76%	*	75%	*	60%	19%	43%	41%	30%	33%	40%
	2019	70%	67%	**56%**	50%	58%	80%	*	81%	*	79%	25%	42%	57%	50%	51%	48%
At Meets Grade Level or Above	2021	33%	29%	**15%**	10%	15%	32%	*	53%	*	28%	12%	7%	15%	12%	10%	15%
	2019	42%	37%	**27%**	21%	26%	58%	*	65%	*	46%	22%	16%	28%	21%	22%	20%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	7%	**2%**	1%	1%	7%	*	31%	*	0%	3%	0%	2%	1%	1%	0%
	2019	18%	13%	**10%**	6%	9%	27%	*	46%	*	25%	9%	0%	10%	7%	7%	8%

Grade 8 Reading+

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	73%	69%	**54%**	44%	60%	86%	*	97%	*	72%	31%	23%	55%	48%	47%	58%
	2019	86%	81%	**70%**	66%	71%	89%	*	93%	*	67%	34%	60%	71%	68%	67%	64%
At Meets Grade Level or Above	2021	46%	41%	**28%**	20%	31%	57%	*	77%	*	28%	18%	23%	28%	26%	21%	28%
	2019	55%	46%	**34%**	28%	34%	65%	*	55%	*	17%	23%	27%	34%	33%	29%	25%
At Masters Grade Level	2021	21%	17%	**10%**	6%	8%	23%	*	48%	*	11%	1%	0%	10%	8%	5%	6%
	2019	28%	20%	**13%**	10%	12%	32%	*	38%	*	6%	5%	7%	13%	13%	9%	8%

Grade 8 Mathematics+

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	62%	60%	**42%**	32%	46%	74%	80%	92%	*	67%	21%	21%	43%	34%	32%	46%
	2019	88%	82%	**76%**	70%	82%	93%	80%	98%	*	63%	34%	53%	76%	79%	73%	81%
At Meets Grade Level or Above	2021	36%	34%	**22%**	13%	26%	39%	80%	77%	*	38%	18%	0%	23%	14%	15%	26%
	2019	57%	46%	**42%**	34%	47%	61%	40%	92%	*	37%	20%	29%	42%	44%	37%	47%
At Masters Grade Level	2021	11%	8%	**6%**	3%	7%	9%	20%	36%	*	4%	1%	0%	6%	3%	4%	6%
	2019	17%	9%	**9%**	6%	10%	10%	40%	42%	*	5%	6%	0%	9%	10%	7%	10%

Grade 8 Science

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	68%	64%	**44%**	32%	49%	79%	80%	89%	*	75%	24%	33%	45%	38%	36%	44%
	2019	81%	75%	**63%**	56%	68%	87%	*	88%	*	56%	32%	40%	63%	61%	59%	61%
At Meets Grade Level or Above	2021	43%	38%	**20%**	13%	22%	41%	60%	64%	*	35%	16%	17%	21%	14%	14%	19%
	2019	51%	41%	**27%**	20%	28%	63%	*	65%	*	17%	23%	20%	28%	25%	22%	22%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	24%	19%	**8%**	4%	9%	22%	0%	43%	*	5%	1%	8%	9%	6%	5%	10%
	2019	25%	16%	**9%**	4%	8%	28%	*	45%	*	6%	9%	7%	9%	9%	6%	6%

Grade 8 Social Studies

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	57%	52%	**34%**	23%	39%	69%	67%	78%	*	63%	21%	40%	35%	29%	25%	31%
	2019	69%	60%	**57%**	49%	61%	85%	*	93%	*	39%	32%	60%	57%	58%	52%	53%
At Meets Grade Level or Above	2021	28%	23%	**14%**	8%	15%	30%	33%	54%	*	19%	14%	0%	15%	8%	9%	14%
	2019	37%	27%	**28%**	20%	29%	63%	*	68%	*	22%	23%	20%	28%	30%	22%	18%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	10%	**7%**	3%	7%	18%	17%	43%	*	13%	3%	0%	7%	4%	4%	7%
	2019	21%	14%	**15%**	8%	16%	42%	*	55%	*	11%	5%	13%	15%	15%	10%	11%

End of Course English I

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	67%	62%	**45%**	38%	47%	77%	*	75%	*	55%	25%	20%	46%	38%	39%	35%
	2019	68%	63%	**54%**	45%	60%	82%	*	88%	*	88%	16%	40%	54%	53%	49%	39%
At Meets Grade Level or Above	2021	50%	44%	**28%**	21%	31%	59%	*	67%	*	45%	21%	7%	30%	21%	22%	22%
	2019	50%	45%	**36%**	26%	43%	71%	*	80%	*	56%	9%	28%	35%	39%	30%	22%
At Masters Grade Level	2021	12%	8%	**4%**	2%	3%	14%	*	23%	*	0%	6%	0%	4%	5%	3%	2%
	2019	11%	8%	**6%**	3%	6%	21%	*	20%	*	12%	2%	4%	5%	8%	3%	0%

End of Course English II

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	71%	66%	**52%**	45%	52%	81%	56%	88%	*	61%	25%	38%	51%	55%	48%	34%
	2019	68%	63%	**56%**	50%	59%	80%	33%	77%	*	90%	16%	38%	58%	51%	52%	38%
At Meets Grade Level or Above	2021	57%	51%	**38%**	29%	39%	68%	56%	85%	*	57%	22%	13%	37%	40%	33%	23%
	2019	49%	44%	**37%**	29%	39%	72%	17%	58%	*	71%	13%	6%	37%	35%	32%	20%
At Masters Grade Level	2021	11%	8%	**5%**	2%	3%	18%	11%	17%	*	13%	3%	0%	5%	3%	2%	1%
	2019	8%	5%	**4%**	1%	3%	19%	0%	19%	*	5%	2%	0%	4%	4%	2%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	69%	**45%**	36%	49%	70%	*	91%	-	75%	29%	27%	46%	41%	40%	49%
	2019	85%	80%	**72%**	67%	75%	85%	*	92%	*	96%	32%	65%	73%	67%	69%	65%
At Meets Grade Level or Above	2021	41%	36%	**16%**	11%	17%	34%	*	55%	-	25%	21%	7%	17%	13%	11%	17%
	2019	61%	51%	**39%**	31%	46%	63%	*	74%	*	48%	10%	24%	41%	33%	34%	32%
At Masters Grade Level	2021	23%	17%	**5%**	3%	7%	9%	*	34%	-	5%	7%	0%	6%	4%	4%	6%
	2019	37%	27%	**18%**	12%	22%	37%	*	55%	*	30%	3%	12%	19%	16%	15%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	75%	**59%**	53%	64%	84%	*	84%	*	50%	34%	36%	60%	54%	55%	57%
	2019	88%	86%	**81%**	77%	79%	91%	*	95%	*	100%	43%	91%	81%	79%	78%	68%
At Meets Grade Level or Above	2021	55%	44%	**24%**	16%	31%	55%	*	60%	*	13%	23%	9%	24%	25%	19%	22%
	2019	62%	54%	**44%**	35%	46%	73%	*	73%	*	58%	12%	55%	44%	44%	37%	24%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	13%	**5%**	2%	7%	12%	*	24%	*	0%	4%	0%	5%	4%	3%	6%
	2019	25%	16%	**12%**	6%	14%	30%	*	33%	*	16%	1%	18%	12%	12%	8%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	82%	**67%**	61%	66%	90%	71%	93%	*	67%	41%	60%	66%	70%	62%	50%
	2019	93%	87%	**79%**	75%	84%	92%	*	95%	*	96%	42%	75%	79%	80%	76%	68%
At Meets Grade Level or Above	2021	69%	60%	**40%**	32%	40%	75%	71%	80%	*	43%	24%	20%	40%	43%	34%	28%
	2019	73%	62%	**49%**	41%	52%	82%	*	71%	*	72%	16%	50%	48%	50%	42%	26%
At Masters Grade Level	2021	43%	34%	**20%**	11%	20%	56%	57%	67%	*	24%	9%	0%	20%	21%	15%	12%
	2019	45%	33%	**24%**	18%	22%	58%	*	49%	*	36%	4%	25%	24%	22%	18%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	92%	**91%**	82%	97%	100%	-	100%	*	*	-	-	91%	80%	88%	*
At Meets Grade Level or Above	2021	69%	56%	**56%**	37%	61%	81%	-	91%	*	*	-	-	57%	40%	49%	*
At Masters Grade Level	2021	14%	5%	**6%**	1%	0%	19%	-	18%	*	*	-	-	6%	0%	2%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**42%**	33%	47%	72%	56%	79%	58%	53%	26%	30%	42%	40%	35%	42%
	2019	78%	72%	**59%**	52%	65%	82%	59%	87%	95%	70%	32%	51%	60%	57%	55%	59%
At Meets Grade Level or Above	2021	41%	35%	**20%**	13%	22%	44%	38%	56%	21%	28%	19%	11%	20%	19%	14%	17%
	2019	50%	42%	**30%**	23%	34%	56%	26%	67%	64%	37%	20%	24%	30%	28%	25%	27%
At Masters Grade Level	2021	18%	14%	**6%**	3%	7%	19%	15%	32%	8%	8%	3%	3%	6%	6%	4%	5%
	2019	24%	17%	**11%**	6%	12%	26%	7%	40%	23%	17%	5%	7%	11%	10%	8%	10%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**45%**	37%	50%	74%	60%	79%	63%	58%	25%	34%	46%	44%	39%	44%
	2019	75%	70%	**57%**	50%	63%	82%	61%	85%	100%	72%	28%	49%	58%	54%	53%	55%
At Meets Grade Level or Above	2021	45%	39%	**24%**	17%	27%	50%	40%	58%	25%	36%	19%	14%	24%	23%	18%	20%
	2019	48%	42%	**31%**	23%	35%	58%	21%	65%	78%	41%	19%	24%	31%	29%	26%	27%
At Masters Grade Level	2021	18%	14%	**7%**	4%	8%	20%	12%	28%	13%	12%	3%	2%	7%	7%	4%	6%
	2019	21%	16%	**11%**	6%	11%	28%	4%	34%	11%	18%	5%	6%	11%	9%	8%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	61%	**36%**	27%	42%	66%	50%	79%	71%	46%	25%	25%	37%	33%	29%	41%
	2019	82%	76%	**59%**	52%	66%	79%	65%	88%	100%	67%	36%	54%	60%	57%	55%	65%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	32%	**15%**	9%	17%	36%	31%	55%	14%	24%	19%	9%	15%	12%	10%	16%
	2019	52%	42%	**27%**	20%	33%	47%	35%	71%	43%	31%	21%	24%	28%	25%	24%	31%
At Masters Grade Level	2021	18%	13%	**5%**	2%	5%	15%	6%	30%	0%	6%	4%	4%	5%	4%	3%	4%
	2019	26%	18%	**10%**	6%	13%	20%	15%	46%	14%	16%	6%	6%	10%	9%	8%	12%
All Grades Writing																	

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	58%	56%	**33%**	26%	35%	65%	*	66%	*	52%	23%	19%	34%	27%	27%	32%
	2019	68%	64%	**50%**	42%	55%	73%	20%	80%	*	58%	27%	33%	51%	45%	45%	50%
At Meets Grade Level or Above	2021	30%	26%	**12%**	8%	12%	32%	*	43%	*	23%	17%	3%	13%	10%	9%	9%
	2019	38%	34%	**22%**	17%	23%	45%	20%	57%	*	33%	23%	9%	23%	19%	19%	21%
At Masters Grade Level	2021	9%	7%	**2%**	1%	1%	10%	*	25%	*	4%	2%	0%	2%	2%	1%	0%
	2019	14%	10%	**7%**	4%	6%	16%	0%	32%	*	13%	9%	0%	7%	5%	5%	6%

All Grades Science

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	71%	66%	**45%**	36%	50%	76%	50%	81%	*	53%	26%	37%	45%	43%	37%	44%
	2019	81%	76%	**63%**	56%	67%	87%	63%	87%	*	78%	37%	57%	64%	61%	59%	59%
At Meets Grade Level or Above	2021	44%	36%	**19%**	12%	21%	45%	40%	54%	*	18%	18%	17%	19%	18%	13%	15%
	2019	54%	45%	**32%**	24%	35%	62%	25%	68%	*	37%	21%	30%	32%	30%	26%	26%
At Masters Grade Level	2021	20%	14%	**6%**	3%	6%	15%	10%	33%	*	2%	3%	6%	6%	5%	3%	6%
	2019	25%	17%	**10%**	5%	11%	28%	0%	39%	*	12%	6%	9%	10%	9%	7%	9%

All Grades Social Studies

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	73%	67%	**51%**	43%	54%	80%	69%	87%	*	65%	31%	47%	51%	55%	44%	41%
	2019	81%	74%	**69%**	64%	73%	89%	63%	94%	*	72%	38%	67%	69%	72%	65%	60%
At Meets Grade Level or Above	2021	49%	41%	**28%**	21%	29%	55%	54%	69%	*	32%	19%	7%	27%	31%	22%	21%
	2019	55%	45%	**39%**	32%	41%	74%	25%	69%	*	51%	19%	33%	39%	43%	33%	22%
At Masters Grade Level	2021	29%	22%	**14%**	7%	14%	39%	38%	57%	*	19%	6%	0%	14%	15%	9%	9%
	2019	33%	24%	**20%**	14%	19%	51%	13%	52%	*	26%	4%	19%	20%	19%	15%	10%

Student Learning Strengths

As indicated below, The following areas saw gains in 2019-2020:

Grade 4 Mathematics,

Grade 7 Reading,

Grade 8 Mathematics,

EOC English II,

EOC Algebra I.

	School Year	State	Region05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						**School Progress Domain - Academic Growth Score by Grade and Subject**											
Grade 4 ELA/ Reading	2019	61	58	**50**	47	53	56	*	73	-	55	46	74	50	51	49	52
	2018	63	59	**56**	55	56	62	*	70	*	58	72	65	57	56	55	59
Grade 4 Mathematics	2019	65	62	**53**	50	55	54	*	82	-	70	66	44	53	54	52	56
	2018	65	55	**51**	46	58	60	*	79	*	49	58	48	51	51	50	60
Grade 5 ELA/ Reading	2019	81	78	**80**	78	83	79	*	93	*	80	70	72	79	81	79	83
	2018	80	75	**80**	79	80	82	*	84	*	63	74	81	79	83	79	78
Grade 5 Mathematics	2019	83	81	**79**	79	82	71	*	89	*	70	77	88	79	78	79	84
	2018	81	75	**79**	81	76	72	*	80	*	80	81	89	78	84	80	76
Grade 6 ELA/ Reading	2019	42	39	**32**	29	34	36	*	66	*	32	31	24	32	33	31	37
	2018	47	40	**37**	32	40	51	*	63	*	44	34	19	38	32	35	41
Grade 6 Mathematics	2019	54	51	**41**	38	42	48	*	62	*	44	44	50	41	39	39	40
	2018	56	50	**42**	42	42	44	*	39	*	56	49	55	42	41	42	40
Grade 7 ELA/ Reading	2019	77	77	**70**	66	74	79	*	78	*	88	68	50	70	69	68	71
	2018	76	71	**69**	67	74	76	80	67	*	70	65	57	69	70	68	70
Grade 7 Mathematics	2019	62	61	**46**	44	49	57	*	43	-	60	39	54	45	51	45	48
	2018	67	64	**64**	61	70	68	60	92	*	60	61	72	65	60	64	70
Grade 8 ELA/ Reading	2019	77	76	**74**	76	71	74	*	85	*	61	62	77	75	74	74	72
	2018	79	76	**76**	76	79	78	*	75	*	63	66	67	78	67	76	78
Grade 8 Mathematics	2019	82	82	**79**	79	80	76	100	85	*	84	58	71	80	79	80	83
	2018	81	77	**78**	78	79	70	*	79	-	76	60	84	78	74	79	80
End of Course English II	2019	69	66	**66**	63	67	72	*	83	*	75	55	57	66	66	64	67
	2018	67	66	**65**	64	62	73	*	76	*	73	43	61	65	64	63	62

	School Year	State	Region05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Curren & Monitore
End of Course Algebra I	2019	75	69	**61**	56	64	74	*	79	*	83	21	50	62	55	57	54
	2018	72	65	**54**	50	57	62	*	73	*	52	20	41	55	49	50	50
All Grades Both Subjects	2019	69	66	**61**	59	63	65	73	79	65	68	54	60	61	61	60	63
	2018	69	64	**62**	60	64	67	77	73	80	61	58	62	63	61	61	63
All Grades ELA/ Reading	2019	68	66	**62**	60	64	66	71	80	71	66	56	60	62	62	61	64
	2018	69	65	**64**	61	66	71	80	72	88	61	60	59	64	62	62	65
All Grades Mathematics	2019	70	67	**61**	58	63	64	75	78	58	69	52	60	61	60	59	62
	2018	70	64	**61**	59	63	63	75	73	71	60	56	65	61	60	60	62

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): BISD goals state that 55% of our 3rd graders will pass STAAR Reading and we are currently at 16% passing rate.

Problem Statement 2: In 2019-2020 our percent passing in All Grades ELAR on STAAR dropped from 64% to 22%.

Problem Statement 3: BISD goals state that 50% of our 3rd graders will pass STAAR Mathematics and we are currently at 11% passing rate.

Problem Statement 4: The percent of 2019 STAAR Meets in the performance of all students and the ESL population on achieving Meets was 17% where the district was 20%.

Problem Statement 5: There is a 9% discrepancy in the performance of all students and the SpEd population on achieving Meets in all grades, all subjects.

Problem Statement 6: As of fall 2022, both Beaumont United and WestBrook high school are rated below a C with the state accountability rating system. Four of our 5 middle schools; Vincent, Marshall, Smith and King, are rated below a C with the state system.

District Processes & Programs

District Processes & Programs Summary

BISD provides a variety of research-based programs to assist with rectification of student learning gaps and skills including MindPlay Virtual reading Coach, REWARDS, Voyager, and Neuhaus. In conjunction with these programs, campuses have been trained to monitor and track growth throughout the year using STAR 360 and campus data reviews through PLCs. Additionally, time outside of the normal school hours is utilized to promote academic achievement through ACE, Read-A-Thons, Summer School, ESY and STEM Camps.

Continual strengthening of the district's curriculum is ongoing and supported by curriculum writing teams comprised of teacher leaders and content supervisors. Campuses regularly utilize district data, to help drive instruction. Progress monitoring occurs on campuses to determine if interventions are effective. A variety of training opportunities are provided throughout the year to address identified needs. Additionally, training to address special populations is implemented throughout the year to ensure teachers are adequately meeting the needs of the students.

The district supports the improvement of student academic achievement in many ways including, but not limited to

- Strategic planning
- Professional development by content area supervisors
- Targeted professional development for high need areas
- Instructional coaching
- Computer based student tracking
- Behavior management assistance
- Social /emotional training
- Budgetary support
- Incentives for students, teachers, and parents
- Etc.

District personnel exhibit a great sense of urgency and commitment to the well-being of students, teachers, and campus leaders. Curriculum supervisors, special education supervisors, BE/ESL instructional specialists, student services personnel, accountability, and parent/family engagement services are all diligent in their support of campuses.

District curriculum leaders meet with campus PLCs, CCs, and teachers on an ongoing basis. They assist campuses in planning lessons, disaggregation of data, mentor teachers, support with instructional resources, and provide professional development.

Historically, Beaumont ISD has had low participation and communication with all stakeholders. Several options to expand the current mode of communication beyond emails, phone calls, and messages/notes/ letters continue to be addressed. The addition of digital communication, social media, and advertisement to the existing mode of communication has allowed Beaumont ISD to reach and involve more stakeholders. However, we must continue to make efforts placing Beaumont ISD information at strategic locations throughout the City of Beaumont in grocery stores, churches, doctors/ dentist offices, and the Social Security Administration building to reach stakeholders of important events in the district. Linking school events to events of enjoyment and value like sporting events, school dances, talent shows, and award ceremonies were effective ways to involve all stakeholders with high levels of success.

The technology department supports the technology needs of BISD and will provide for all of the needed requirements to facilitate the technology goals in the district. In order to accomplish these goals, the infrastructure, which includes: internal and external networks, servers, and student and staff computers; must be able to support an increased dependency on utilization as it relates to a capable, manageable and secure system in order to fulfill the necessary requirements for success. Software programs such as Gaggle are needed to monitor students and keep them safe as well as address issues that may warrant attention from counselors, parents, or other administrators.

The district continues to make hiring certified teachers a priority. A concerted effort has been made as well as systems in place to recruit and retain certified teachers through partnerships with Region 5 ESC and through hosting and attending job fairs. The HR department continues to improvement support to campuses with a goal of filling 100% of

vacancies with highly effective teachers.

Growing teachers and leaders through quality professional development is a priority and is evident through the creation of a district PD committee to provide direction on PD offerings. In order to enhance student compliance, behavior, and time on task, on-going training has been provided with CHAMPS/Foundations, model instructional blocks, and aggressive monitoring protocols. Leadership training has been provided on CIP development, TASB policies, and 504 compliance district-wide. Teachers and principals are encouraged to participate in professional development activities to increase their teaching and leadership abilities. Support to campus staff is offered through PLCs, district supervisors, professional development activities and various opportunities throughout the school year. Many teachers hired in the district do not have full certifications. Therefore, campuses offer support through mentors and other site based systems. To increase participation in PD activities, the district is employing more online methods to accommodate the scheduling needs of teachers. In addition, Professional Development (PD) is offered throughout the year and is managed by the districts management system (Eduphoria). All PD is in alignment with State Standards and National Technology Standards (NETS), these standards place an emphasis on higher-order skills, and digital citizenship to support students in a 21st century learning environment. In addition, multiple trainings are offered to faculty, staff, administrators and pertinent district stakeholders. However, with an increased need for PD and limited technology personnel to conduct relevant instruction, it is necessary to offer PD in several modalities; such as: electronic interactive, group learning, independent study, and face-to-face. The use of differing modalities will focus on high-quality PD and will benefit school stakeholders and their ability to increase the mastery and integration of technology practices and operations in order to facilitate student achievement and performance.

District Processes & Programs Strengths

Among the weaknesses in our district processes, we found that on at least 60% of our campuses, the CC is considered the main source for pulling and analyzing data rather than empowering the teachers to do so with guidance. We also found that for special pops, the process of master scheduling was a weakness as it was often changed after special pops scheduling support was provided to campuses which resulted in students not receiving appropriate services or interventions and hampering the abilities of district leadership to ensure compliance. Additionally, and particularly at the elementary level, there were disparities in the amount of time devoted to particular subjects/interventions which impacted equity of time among the campuses. Students are in need of additional instructional time and would benefit from before and/or afterschool tutorials. In regards to staff pay, we found wide variances in BISD teacher pay when compared to other comparably-sized districts within driving distance. As for program weaknesses, we found that new/struggling teachers desired to have the support of a strong mentor and that the lack of a cohesive district - or campus-based mentoring program was impacting this need. To meet student social-emotional needs, only two elementary campuses are currently utilizing the Sanford Harmony SEL curriculum, and counseling testing duties take the amount of time counselors can devote to SEL at the campus level. School discipline was also noted as a weakness with survey results noting that students with chronic disciplinary problems are not being held accountable for their actions. Additionally an increase in ISS and OSS referrals was noted when compared to the previous year. Within the BIL/ELL program, we found that our BIL/ELL department was understaffed to meeting the needs of our growing population when compared to similar districts.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: A systemic and sustained mentoring program for new/struggling teachers needs to be implemented with fidelity.

Problem Statement 2: Frequent schedule changes impact the quality of instruction and compliance.

Problem Statement 3: Amount of instructional time at the secondary level is inconsistent.

Problem Statement 4: The BISD Bil/ELL department is understaffed to effectively service 2,100 students

Perceptions

Perceptions Summary

Beaumont ISD staff and administrators support collaborative relationships with students, parents and community. Creating an environment conducive to learning involves all parties working together to provide resources to the campuses that lead to a strong community and student success. All BISD campuses have active CEICs and engage in partnerships with local businesses. Campuses connect with parents and stakeholders in the community to engage them in promoting student success through Open Houses, Annual Goals Night, STAAR Nights, Title I meetings, Lunch and Learn meetings, literacy nights, Bilingual Nights, and campus and social media pages.

Beaumont ISD have policies and procedures in place to address bullying on all campuses. Staff members engage in committees that work towards increasing attendance rate and providing positive approaches to classroom management through programs such as CHAMPS, SEL and Safe and Civil Schools. According to the 18-19 TAPR, the district's attendance rate was 94.2% overall and 91.7% for our Special Education students. Campuses are working and will continue to work towards increasing attendance through parent involvement, increasing student engagement and providing attendance incentives. The district is engaging in neighborhood outreach by conducting home visits and neighborhood walks where information is distributed to families on available resources and important dates. Also, measures towards decreasing the dropout rate have been implemented and committees are reaching out to students who are have dropped out and providing them with resources to remove graduation barriers. CTE is promoted to provide other opportunities and engagement for students. The district is actively presuming measures and programs to decrease the 3.9% dropout rate. Programs that allow students to receive credits in creative ways are necessary to provide credit recovery a to recapture students that to continue in lowering the dropout rate and increase student engagement.

Beaumont ISD's turnover rate was at 20% compared to the state turnover rate of 16.6%. The rate was 19.8% (2019-2020 TAPR) and remains steady. To decrease the turnover rate, the district implemented a teacher mentoring program provided incentives and is scheduled to provide salary increases for all employees for 2022-2023 school year. The mentor program provided support to 25 teachers, 23 mentors, on 8 campuses for the 2018-19 school year. In addition and Beaumont ISD has a Grow Our Own program with 50 participants for the 2018-19 school year. The participants of the mentoring program report the mentoring as a positive element to the district. Participants in both programs receive support from district curriculum supervisors and curriculum coordinators on the campuses to support their growth and success as classroom instructors.

Beaumont ISD has six parent center coordinators that service all campuses. The coordinators provide support to teachers and parents by assisting in the partnership as well as providing resources to parents. The district plans to continue to increase communication with non-English speaking and immigrant family parents through a community liaison who will provide parent training workshops, newsletters, literacy programs and other programs and resources to actively engage all parents. Campus Coordinators provide calendars of events and post on social media pages and the district webpage.

Perceptions Strengths

- Beaumont ISD created and implemented a mentor program for the 2022-2023 school year.

- Beaumont ISD is expanding our Grow Our Own Program to include the position of adjunct teacher for non-certified individuals.

- 100% of Beaumont ISD campuses have at least two active business/community partners assigned to the school for the 2022-2023 school year.

- Beaumont ISD has a dedicated Parent and Family Liasion for each campus for the 2022-2023 school year.

- 100% of Beaumont ISD campuses have two instructional coaches for the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The graduation rate for Beaumont ISD is 86.6%, 5.6% lower than the state, according to 2020-2021 TAPR.

Problem Statement 2: Beaumont ISD student attendance decreased from the goal of 94% as of Fall of 2022.

Problem Statement 3: Beaumont ISD student dropout rate (12.5%) is 6.4% higher than the State rate 2020-2021 school year according to the TAPR.

Priority Problem Statements

Problem Statement 1: The BISD teacher turnover rate is 5.1% higher than the state. BISD 19.2% / State 14.3

Root Cause 1: A failure to implement, maintain, and communicate a well-developed, centralized system of professional devleopment accountability that provides for mentors, coaches, trainings, development of instructional leaders, and implementation of effective protocols that can be shared by all.

Problem Statement 1 Areas: Demographics

Problem Statement 2: BISD goals state that 55% of our 3rd graders will pass STAAR Reading and we are currently at 16% passing rate.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: BISD will develop and implement processes and systems that create a culture of literacy on all campuses for the 2024-2025 school year.

    Evaluation Data Sources: Walkthrough data, informal observations and surveys.

Strategy 1 Details		Reviews			
Strategy 1: Campus literacy walks will occur on all elementary campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify areas for success and improvement of RLA blocks and ensure instructional strategies are being implemented with fidelity.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Instructional Coaches,Reading Coaches and C & I staff will conduct. Cabinet level direct report for principals will monitor.					

Strategy 2 Details		Reviews			
Strategy 2: Campuses will prioritize time to conduct daily practice of reading with written responses to reading.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus schedules will reflect time provided for the practice of reading which will increase student fluency and comprehension.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principals will work with campus staff to create schedules. Cabinet level direct report for principals will monitor.					

Strategy 3 Details		Reviews			
Strategy 3: On-going training opportunities will be provided to Pre-K - 5 teachers in RLA instructional best practices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Professional Development, Coordinator of Early Childhood and Coordinator of Elem. ELAR 3-5 will provide training. Campus Instructional and Reading Coaches will provide training and support. Campus principals will facilitate. Executive Director of C & I will monitor.					

Strategy 4 Details	Reviews			
Strategy 4: District will promote literacy-focused event including Read-a-Thons, outreach to apartment complexes, and joint district/city events.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will spend time on daily reading independently thus increasing reading competency and fluency. **Staff Responsible for Monitoring:** C & I department will facilitate event. Executive Director of C & I will monitor.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 2: By June 2025, all K-5 teachers will utilize district resources to deliver tiered instruction in RLA.

Evaluation Data Sources: Lesson Plans, formative tests and walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: 100% of Pre-K - 5 students will be assessed three times a year (BOY, MOY, EOY) following the BISD Assessment Calendar and by using a district approved screener.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student's foundational literacy skills will be reviewed for growth and areas of need.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: C & I Department will facilitate. Principals will monitor. Cabinet level direct report for principals will monitor compliance.				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement small group instruction to rectify learning gaps and address individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading accuracy, fluency, and comprehension.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches and Reading Coaches will facilitate. Principals will monitor.				

Strategy 3 Details	Reviews			
Strategy 3: Conduct regular campus walk-throughs, of reading instruction, with district campus support teams using focused rubrics.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Calibration and alignment of instructional "look-fors" that should be visible during reading instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Instructional Coaches, Reading Coaches and C & I staff will conduct. Cabinet level direct report for principals will monitor.				

Strategy 4 Details	Reviews			
Strategy 4: Provide intervention which includes summer school for identified students in elementary reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading accuracy, fluency, and comprehension.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus level staff will implement tutorials Campus principals will facilitate tutorials Cabinet level direct report for principals will monitor C & I staff will facilitate summer school.				

Strategy 5 Details	Reviews			

Strategy 5: Continue to implement the strategies and initiatives that the Literacy Task Force developed to address effective use of programs.
 	
    Strategy's Expected Result/Impact: 5 initiatives will have continued implementation
    Staff Responsible for Monitoring: Chair of Literacy Task Force
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			

Strategy 6: On-going support will be provided to Pre-K - 5 teachers in reading.
 	
    Strategy's Expected Result/Impact: Teachers will receive materials, co-teaching, data review, lesson planning assistance, etc. to ensure quality teaching strategies are utilized.
    Staff Responsible for Monitoring: Content Coordinators will provide.
Executive Director of C& I will monitor.
	Formative			Summative

	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 3: Throughout the 2024-2025 school year, BISD will strengthen efficacy and capacity in RLA content and pedagogy for all K-5 RLA teachers.

    Evaluation Data Sources: Assessments, lesson plans and training records.

Strategy 1 Details	Reviews			
Strategy 1: District strategic planning opportunities will be provided during the school year to address identified low-performing areas in reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be more proficient in implementing the RLA curriculum which will improve student achievement. **Staff Responsible for Monitoring:** Director of Professional Development will facilitate. Executive Director of C & I will monitor.	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Monthly training sessions for Instructional Coaches and Reading Coaches in literacy best practices will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional Coaches and Reading Coaches will keep apprised of best practices and will disseminate this information on this campus thus supporting teachers. **Staff Responsible for Monitoring:** Instructional Coach Coordinator and Content Coordinators will facilitate . Executive Director of C & I will monitor.	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1: BISD will develop and implement processes and systems that create a mathematical culture on all campuses for the 2024-2025 school year.

    Evaluation Data Sources: Walkthrough data, informal observation and surveys.

Strategy 1 Details				Reviews			
Strategy 1: Campus focused math walks will occur on all elementary campuses.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify areas for success and improvement of math blocks and ensure instructional strategies are being implemented with fidelity.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Instructional Coaches, Math Coaches and C & I staff will conduct. Cabinet level direct report for principals will monitor.							

Strategy 2 Details				Reviews			
Strategy 2: Campuses will prioritize time to conduct daily math practice with manipulatives and written responses where appropriate.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus schedules will reflect time provided for math practice which will increase student math fluency and understanding.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principals will work with campus staff to create schedules. Cabinet level direct report for principals will monitor.							

Strategy 3 Details				Reviews			
Strategy 3: On-going training opportunities will be provided to Pre-K - 5 teachers in math instructional best practices.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Professional Development, Coordinator of Early Childhood and Coordinator of Elem. Math will provide training. Campus Instructional and Math Coaches will provide training and support. Campus principals will facilitate. Executive Director of C & I will monitor.							

Strategy 4 Details	Reviews			
Strategy 4: District will promote math-focused events including math-focused events including Math Night, STAAR Night, Parent and Family training sessions and outreach to all stakeholders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will spend time daily practicing math thus increasing competency and accuracy. **Staff Responsible for Monitoring:** C & I department will facilitate events Campus administration will implement. Executive Director of C & I will monitor.				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 2: By June 2025, all K-5 teachers will utilize district resources to deliver tiered instruction in Math.

   Evaluation Data Sources: Lesson plans, formative assessments and walkthrough data.

Strategy 1 Details				Reviews			
Strategy 1: 100% of Pre-K - 5 students will be assessed three times a year (BOY, MOY, EOY) following the BISD Assessment Calendar and by using a district approved screener.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student's foundational literacy skills will be reviewed for growth and areas of need. **Staff Responsible for Monitoring:** C & I Department will facilitate. Principals will monitor. Cabinet level direct report for principals will monitor compliance.							

Strategy 2 Details				Reviews			
Strategy 2: Teachers will implement small group instruction to rectify learning gaps and address individual student needs.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased mathematical accuracy, fluency, and understanding. **Staff Responsible for Monitoring:** Instructional Coaches and Math Coaches will facilitate. Principals will monitor.							

Strategy 3 Details				Reviews			
Strategy 3: Conduct regular campus walk-throughs, of math instruction, with district campus support teams using focused rubrics.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Calibration and alignment of instructional "look-fors" that should be visible during math instruction. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Math Coaches and C & I staff will conduct. Cabinet level direct report for principals will monitor.							

Strategy 4 Details				Reviews			
Strategy 4: Provide intervention which includes summer school for identified students in elementary math.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased math accuracy, fluency, and understanding. **Staff Responsible for Monitoring:** Campus level staff will implement tutorials Campus principals will facilitate tutorials Cabinet level direct report for principals will monitor C & I staff will facilitate summer school.							

Strategy 5 Details	Reviews			
Strategy 5: Continue to implement the strategies and initiatives that the Math Task Force developed to address effective use of programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 5 initiatives will have continued implementation **Staff Responsible for Monitoring:** Chair of Math Task Force				

Strategy 6 Details	Reviews			
Strategy 6: On-going support will be provided to Pre-K - 5 teachers in mathematics.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will receive materials, co-teaching, data review, lesson planning assistance, etc. to ensure quality teaching strategies are utilized.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content Coordinators will provide. Executive Director of C& I will monitor.				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 3: Throughout the 2024-2025 school year, BISD will strengthen efficacy and capacity in mathematical content and pedagogy for all K-5 math teachers.

Strategy 1 Details		Reviews			
Strategy 1: District strategic planning opportunities will be provided during the school year to address identified low-performing areas in mathematics.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be more proficient in implementing the Math curriculum which will improve student achievement. **Staff Responsible for Monitoring:** Director of Professional Development will facilitate. Executive Director of C & I will monitor.					

Strategy 2 Details		Reviews			
Strategy 2: Monthly training sessions for Instructional Coaches and Math Coaches in mathematical best practices will occur.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional Coaches and Math Coaches will keep apprised of best practices and will disseminate this information on this campus thus supporting teachers. **Staff Responsible for Monitoring:** Instructional Coach Coordinator and Content Coordinators will facilitate . Executive Director of C & I will monitor.					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Performance Objective 1: The percentage of CCMR (College, Career, and Military Readiness) students that meet TSI criteria for Math and ELA will increase from 25% to 28% by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Testing score reports, College Bridge Reports, Assessment/Pacing Calendars

Strategy 1 Details	Reviews			
Strategy 1: Offer college readiness program, Texas College Bridge (online college preparatory courses in Math and English) within senior level courses as a part of course curriculum as noted within the district's pacing calendar.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students that meet TSIA passing criteria **Staff Responsible for Monitoring:** CCMR Coordinators will provide information to coordinators Content Coordinators of Math and ELAR will facilitate additions to pacing calendar Counselors will support Campus principals will monitor **Results Driven Accountability - Equity Plan**				

Strategy 2 Details	Reviews			
Strategy 2: Incorporate TSIA college readiness standards within junior-level courses as a part of the course curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students are required to pass the TSIA at the end of course completion with the same level of preparation, teacher accountability, and leadership focus as STAAR. The number of students participating and passing TSIA will increase. **Staff Responsible for Monitoring:** CCMR Coordinator will provide guidance for standards C & I Content Coordinators will edit curriculum for the incorporation of TSIA standards Campus principals will facilitate CCMR Director will monitor				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Performance Objective 2: The percentage of CCMR students that complete dual credit classes will increase from 11% to 15% by August 2025.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Dual credit reports, enrollments and score reports

Strategy 1 Details	Reviews			

Strategy 1: Increase dual credit hours earned with Lamar Institute of Technology (LIT) by targeting qualifying students and advertising the benefits of HB8.
    Strategy's Expected Result/Impact: Increase dual credit participants
    Staff Responsible for Monitoring: CCMR Coordinator will facilitate
Campus counselors will support
Campus principals will monitor
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Performance Objective 3: The percentage of CCMR students who complete an industry-based certification will increase from 8% to 14% by August 2025.

    High Priority

    HB3 Goal

    Evaluation Data Sources: IBC Reports

Strategy 1 Details		Reviews			
Strategy 1: Conduct monthly Operation IBC (Industry Based Certification) meetings with IBC teachers at the Career and Technical Education Center, Beaumont United, and West Brook High Schools to ensure both teachers and students are well-prepared for certification testing.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase passing rate of IBCs
    Staff Responsible for Monitoring: CTE Department will facilitate
    Campus Administrators will support
    CCMR Director will monitor					

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Performance Objective 4: The percentage of CCMR students that meet AP qualifying scores will increase from 5% to 15% by August 2025.

Strategy 1 Details	Reviews			
Strategy 1: Ensure rigor and relevance are in place in each Advanced Placement course district wide by conducting targeted walks and providing intentional teacher training and support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase rigor and passing rate of AP exams **Staff Responsible for Monitoring:** Advanced Academics Coordinator will train and conduct walks Campus administration will conduct walks and monitor	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1: BISD will decrease the percentage of students removed from class for disciplinary reasons from 16% (2018-2019 data) to 10% by June 2025.

    Evaluation Data Sources: TEAMS
    Branching Minds

Strategy 1 Details				Reviews			
Strategy 1: Continued implementation of a multi- tiered system of support for behavior district-wide.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Multi-tiered system of support for behavior has been implemented district-wide.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Behavior Coordinator, Campus Counselor, Behavior Interventionist and Wellness Coordinator will facilitate Student of Concern teams will support Campus administration will monitor							

Strategy 2 Details				Reviews			
Strategy 2: All campuses will provide Restorative Discipline Practices for students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will benefit from social-emotional lessons and relationships				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Behavior Coordinator, Behavior Interventionist, Wellness Coordinator will facilitate Teachers will support Counselor and Campus Administrators will monitor							

Strategy 3 Details				Reviews			
Strategy 3: Secondary campuses will provide a dedicated classroom for Restorative Discipline.				**Formative**			**Summative**
Strategy's Expected Result/Impact: A reduction of students assigned to DAEP and OSS.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Behavior Coordinator, Behavior Interventionist, Wellness Coordinator will implement Counselors and Department Chairs will facilitate. Campus principals will monitor.							

Strategy 4 Details	Reviews			
Strategy 4: Provide resources including training of personnel, preventative programs and tools targeting agressive behaviors from students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: A reduction in agressive behaviors as defined by Chapter 37 **Staff Responsible for Monitoring:** Campus Behavior Coordinator, Behavior Interventionist, Wellness Coordinator will implement Counselors, Police Officers and Threat Assessment team will facilitate Campus principals will monitor.				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 2: By June 2025, BISD will increase participation in parent and family engagement activities and trainings by 15%.

    Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			

Strategy 1: Continued placement of Parent and Family Engagement Liaisons for each campus will provide ongoing support, training and resources for parents.
    Strategy's Expected Result/Impact: Parents and families will be serviced.
    Staff Responsible for Monitoring: HR Department will recruit and facilitate.
Campus Principals will hire.
Cabinet level direct report for campus principal will monitor.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Parent and Family Engagement Liaisons will develop campus based calendars of events and trainings to distribute to parents.
    Strategy's Expected Result/Impact: Increase parent engagement opportunities.
    Staff Responsible for Monitoring: Parent and Family Engagement Liaisons will create.
C & I Department will support
Campus principal will monitor their Liaison.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Share take home instructional resources through family nights, parent training/meetings and other events held on campus for parents.
    Strategy's Expected Result/Impact: Increased parent and family knowledge of instructional skills.
    Staff Responsible for Monitoring: Parent and Family Engagement Liaisons will create.
C & I Department will support.
Campus principal will monitor their Liaison.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 3: During the 2024-2025 school year, BISD will increase the number of engagement opportunities for business partners, volunteers and stakeholders by 10%.

    Evaluation Data Sources: Community engagement will increase.

Strategy 1 Details		Reviews			
Strategy 1: Volunteer activities will increase through utilization of programs such as ROAR, collaboration with institutes of higher learning and business partners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of volunteers. **Staff Responsible for Monitoring:** *Campus ROAR Facilitators will implement C & I ROAR coordinator will support *CTE Department will implement increase with institutes of higher learning Director of CTE will support Executive Director of C & I will monitor. *Community and Media Relations Department will collaborate with business partners Director of Community and Media Relations will support Executive Director of Human Resources will monitor. .		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Ongoing training and consultation with FOPS (Friends of Public Schools) will occur.		**Formative**			**Summative**
Strategy's Expected Result/Impact: District leadership and stakeholders will be impowered to support BISD. **Staff Responsible for Monitoring:** Community and Media Relations Department will implement. Director of Community and Media Relations will support. Executive Director of Human Resources will monitor.		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 1: BISD will increase the efficacy of quality Tier I instruction in all classrooms by 10% during the 2024 - 2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Content Coordinators and Instructional Coaches will model and support the implementation of Instructional Blocks provided for each core subject, specific to each grade level/band, which articulate the expectations for using the available instructional time with suggested time parameters for each lesson cycle component.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Quality of lesson implementation and use of resources to ensure adequate time devoted to each part of the lesson cycle. **Staff Responsible for Monitoring:** Content Coordinators and instructional coaches will create, implement, and model for teaching staff. Campus Instructional Leadership Teams will monitor.				

Strategy 2 Details	Reviews			
Strategy 2: Monthly Instructional Coach training to ensure a deep knowledge of core content curriculum/resources/scope & sequence so that they can effectively support and train teachers on strong Tier I instruction in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher student achievement as a result of better quality Tier I instruction. **Staff Responsible for Monitoring:** Instructional Coach Coordinator will train and support at district level. Director of Professional Development will support ICC and facilitate. Executive Director of C & I will monitor.				

Strategy 3 Details	Reviews			
Strategy 3: Implementation of current district Instructional Playbook focusing on Lesson Cycle/Internalization, Academic Monitoring/Feedback, Small Group Instruction, and Student Discourse/Questioning along with monthly training opportunities for teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Focusing on four high yield strategies with depth and purpose will allow teachers to fully hone these tools for their instructional toolbox which will result in stronger instructional delivery and student engagement. **Staff Responsible for Monitoring:** Instructional Coaches will facilitate and support Director of Professional Development will manage. Executive Director of C & I will monitor.				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 2: By June of 2025, BISD will decrease the number of students who do not meet standard on STAAR assessments by 10%.

Strategy 1 Details				Reviews			
Strategy 1: Implementation of HB1416 mandatory Accelerated Learning components will target all students who did not meet standard on the previous year STAAR test for content areas. Priority will be given to Math and Reading.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Intervention will be provided to each student at a minimum of 15 hours per content area not met throughout the school year. Students who failed the previous year's STAAR test must receive this instruction. **Staff Responsible for Monitoring:** Campus Leadership Team will implement, coordinate and monitor the intervention. Campus Principals will facilitate. Executive Director and C & I department will monitor.							

Strategy 2 Details				Reviews			
Strategy 2: Intervention time will be embedded into the school day at each campus, providing dedicated tutorial time for all students with TEA designated materials.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Dedicated time devoted in the school day to address student learning gaps/needs will result in on-going intervention throughout the school year with embedded progress monitoring checkpoints. **Staff Responsible for Monitoring:** Campus Principals will implement. Cabinet level direct report for Principals will monitor.							

Strategy 3 Details				Reviews			
Strategy 3: Meetings will occur with Principals to review and develop achievement goals based on disaggregated data. Principals will meet with their Direct Report to develop these plans and monitor via the campus performance review process.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Every campus will have an achievement plan to be implemented with fidelity. **Staff Responsible for Monitoring:** C & I Department will lead. Campus Principals will facilitate. Executive Director of C&I will monitor.							

Strategy 4 Details	Reviews			
Strategy 4: District created STAAR Success Academy scripted lessons will be created that focus on low-performing, and high frequency TEKS objectives.	Formative			Summative
Strategy's Expected Result/Impact: Materials will be created and utilized. **Staff Responsible for Monitoring:** Content Coordinators in C & I Department will create. Executive Director of C&I Department will monitor.	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 3: Initiatives will be implemented by June 2025, on 100% of all campuses to support a culture and climate aligning with BISD's core beliefs.

Strategy 1 Details	Reviews			

Strategy 1: The BISD Teacher Mentor program will provide regular opportunities for adjunct teachers to receive mentoring provided in-person and virtually, as well as targeted monthly professional development opportunities.
    Strategy's Expected Result/Impact: New and struggling teachers will participate in a mentor program.
    Staff Responsible for Monitoring: Director of Professional Development will implement.
Executive Director of C & I will monitor.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Ongoing and targeted Paraprofessional training will be offered for all instructional paraprofessionals in BISD.
    Strategy's Expected Result/Impact: Paraprofessionals will enhance skill level.
    Staff Responsible for Monitoring: Director of Professional Development will provide and manage.
Executive Director of C & I will monitor.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: A detailed Professional Development Plan will be created that articulates a training continuum that build upon skill sets and elevates teacher knowledge.
    Strategy's Expected Result/Impact: Plan will be utilized.
    Staff Responsible for Monitoring: Director of Professional Development will create.
Executive Director of C & I will monitor.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Basic core pedagogy training for new, alternative certified and struggling teachers will be offered on an ongoing basis with rotating topics.
    Strategy's Expected Result/Impact: Monthly training will be provided by each campuses Instructional Coaching staff and by the C&I department after school and on Saturdays.
    Staff Responsible for Monitoring: Director of Professional Development will implement.
Executive Director of C & I will monitor.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Continued dissemination of the community media plan to district leadership will continue as the plan is implemented with fidelity.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All district administrators will know and understand the community media plan. **Staff Responsible for Monitoring:** Community and Media Relations Department will implement. Director of Community & Media Relations will support. Executive Director of Human Resources will monitor.					

Strategy 6 Details		Reviews			
Strategy 6: Campuses and departments will appoint PR liaisons to promote and communicate campus and district achievements to public through a strategic social media plan.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Social Media posting s will be coordinated and occur at least every 2--3 days for campuses / departments. **Staff Responsible for Monitoring:** PR Liaisons will promote and communicate. Campus Principals will facilitate. Community Relations Specialist will support. Director of Community & Media Relations will review. Executive Director of Human Resources will monitor.					

Strategy 7 Details		Reviews			
Strategy 7: Identify and train campus personnel who can support the needs of bilingual stakeholders.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Stakeholders will receive communication and be served in a language they understand.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals will identify. ESL/BIL department will train and support. Director of ESL/BIL will review. Executive Director of C & I will monitor.					

Strategy 8 Details		Reviews			
Strategy 8: Increase opportunities to train and share information about BISD with parents and families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent and families will increase understanding of opportunities within BISD for their students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent and Family Liaisons will develop and present. C & I Department will support and assist. Campus principals will monitor their Liaisons performance.					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 4: Throughout the 2024-2025 school year, 100% of campuses will implement systems that address the needs of the whole child to enable students to learn, develop and reach their potential.

Strategy 1 Details	Reviews			
Strategy 1: District-wide implementation of trauma-informed teaching and de-escalation strategies will address student emotional needs and impacts from prior events and current events related to a district with a high economically disadvantaged population.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional leaders and teachers are better prepared to address the array of student emotional needs effectively and supportively. **Staff Responsible for Monitoring:** District At-Risk Coordinator, campus Behavior Interventionists, on-campus leadership team, campus counselors, Guidance and Counseling Director, and student wellness coordinators				

Strategy 2 Details	Reviews			
Strategy 2: CHAMPS training will be provided for all district instructional leaders, teachers (including new teachers, adjunct, permanent substitutes), and district specialists including wellness coordinators and behavior interventionists.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation of a district-wide classroom management program will provide structures and procedures that will allow for better student-teacher relationships and classroom instruction opportunities. **Staff Responsible for Monitoring:** Director of Professional Development will provide. Executive Director of C & I will monitor.				

Strategy 3 Details	Reviews			
Strategy 3: BISD will not tolerate dating violence and will implement procedures to meet all state guidance such as reporting procedures, creating guidelines to assist victims and creating educational materials on the dangers of dating violence.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Leadership Development and Student Services will implement. Senior Director of Student Support Services will monitor.				

Strategy 4 Details	Reviews			
Strategy 4: Emphasis will be placed on enhancing Fine Arts throughout the district by training teachers, offering opportunities for student competition, assessing areas of need and then meeting the need.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students participation in Fine Arts will elevate their learning and desire to attend school. **Staff Responsible for Monitoring:** Coordinator of Fine Arts Director of Fine Arts Executive Director of C & I				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: The district will increase the percentage of students in "A or B" rated schools from 34% to 50% by August 2025.

Performance Objective 5: BISD will continue and expand the implementation of measures on all campuses by June of 2025 that enables special populations to meet or exceed state targets.

Strategy 1 Details	Reviews			
Strategy 1: Utilize the district dashboard to identify and track special populations data for success measures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special populations will be monitored.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Services Department will create. Senior Director for Special Services will monitor.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE		LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Director of Counseling Services Principal-in-Residence		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	SHAC Coordinator Director of Student Services		The school will follow Board Policies: FFA and EHAA.
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Director of Student Services Principal-in-Residence		Board Policy FOCA (Legal)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Assistant Superintendent		Evaluation Documentation
5. Dropout Prevention	TEC 11.252	Director of Student Services		Prevention Plan
6. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Special Programs Coordinator		The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Director of Student Services		Contracted Services with ESC Region 5
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Homebound Coordinator		PRS Homebound Procedures
9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:	TEC 11.252(4) TEC 11.252(3)(G)	Secondary Lead Counselors		Campus Counselors Report

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o Sources of information on higher education admissions and financial aid
 • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities				

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Executive Director of HR Executive Director of C and I		Employee File Training Report
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Director of Counseling Services		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

12. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   o Early mental health intervention
   o Mental health promotion and positive youth development
   o Substance abuse prevention
   o Substance abuse intervention
   o Suicide prevention and suicide prevention parent/ guardian notification procedures
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	
	Board Policy DMA(Legal)
		Director of Counseling		The school will follow Board Policy FFB and FNF.

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
   o Suicide prevention including parent/guardian notification procedure
   o Conflict resolution programs
   o Violence prevention and intervention programs
   o Unwanted physical or verbal aggression
   o Sexual harassment
   o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Director of Counseling		Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Principal-in-Residence		Board Policy DMA(Legal)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE		LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education				
15. **Technology Integration in Instructional and Administrative Programs**	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology		District Technology Plan

PURPOSE

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. The District shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, the District shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

The District shall ensure that all children in the District participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

REQUIRED CURRICULUM

A district that offers kindergarten through grade 12 shall offer the following as a required curriculum:

FOUNDATION CURRICULUM

1.   A foundation curriculum that includes:

   a.   English language arts and reading;

   b.   Mathematics;

   c.   Science; and

   d.   Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

ENRICHMENT CURRICULUM

2.   An enrichment curriculum that includes:

   a.   Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the District may offer an elective course in the language;

   b.   Health, with emphasis on the importance of proper nutrition and exercise;

     c.   Physical education;

     d.   Fine Arts;

     e.   Career and technical education;

     f.   Technology applications;

     g.   Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and

     h.   Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

LOCAL CREDIT

The District may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

LOCAL INSTRUCTIONAL PLAN

The District's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. The District is encouraged to exceed minimum requirements of law and State Board rule.

MAJOR CURRICULUM INITIATIVES

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that:

1.   Includes teacher input;

2.   Provides District employees with the opportunity to express opinions regarding the initiative; and

3.   Includes a meeting of the Board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and District employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

COMMON CORE STATE STANDARDS

The District may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. The District may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

| COORDINATED HEALTH PROGRAMS | TEA shall make available to the District one or more coordinated health programs or allow the development of District programs designed to prevent obesity, cardiovascular disease, oral disease, and type 2 diabetes in elementary, middle, and junior high school students. Each program must provide for coordinating: |

1.   Health education, including oral health education;

2.   Physical education and physical activity;

3.   Nutrition services; and

4.   Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

The District shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the District. *Education Code 38.014*

Coordinated school health programs that are developed by the District and that meet TEA criteria may be approved and made available as approved programs. The District must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

PHYSICAL EDUCATION   The District shall establish specific objectives and goals the District intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1.   Offer students an opportunity to choose among many types of physical activity in which to participate;

2.   Offer students both cooperative and competitive games; and

3.   Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

STUDENT/TEACHER
RATIO

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the District to:

1. Carry out the purposes of and requirements for the physical education curriculum; and

2. Ensure the safety of students participating in physical education.

If the District establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the District shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

CLASSIFICATION FOR
PHYSICAL EDUCATION

The District shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted—not limited in activities.

2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:

    a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

    b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

SCHOOL HEALTH
ADVISORY COUNCIL

The Board shall establish a local school health advisory council (SHAC) to assist the District in ensuring that local community values are reflected in the District's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

DUTIES   The SHAC's duties include recommending:

1.   The number of hours of instruction to be provided in health education;

2.   Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, type 2 diabetes, and mental health concerns through coordination of:

   a.   Health education,

   b.   Physical education and physical activity,

   c.   Nutrition services,

   d.   Parental involvement,

   e.   Instruction to prevent the use of tobacco;

   f.   School health services,

   g.   Counseling and guidance services,

   h.   A safe and healthy school environment, and

   i.   School employee wellness;

3.   Appropriate grade levels and methods of instruction for human sexuality instruction;

4.   Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

   a.   School health services;

   b.   Counseling and guidance services;

   c.   A safe and healthy school environment; and

   d.   School employee wellness; and

5.   If feasible, joint use agreements or strategies for collaboration between the District and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the District and community organization.

Education Code 28.004(c)

The SHAC shall consider and make policy recommendations to the District concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding un-

structured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the District concerning the importance of daily recess for elementary school students. *Education Code 28.004(l)*

CONTENT OF HUMAN SEXUALITY INSTRUCTION

The Board shall determine the specific content of the District's instruction in human sexuality. *Education Code 28.004(h)*

The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;

2. Devote more attention to abstinence than to any other behavior;

3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;

4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and

5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

CONDOMS

The District may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

SEPARATE CLASSES

If the District provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX]

NOTICE TO PARENTS

Before each school year, the District shall provide written notice to a parent of each student enrolled in the District of the Board's decision regarding whether the District will provide human sexuality instruction to District students. If instruction will be provided, the notice must include:

1. A summary of the basic content of the District's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;

2. A statement of the parent's right to:

    a. Review curriculum materials as provided by Education Code 28.004(j); and

    b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the District or the student's school; and

3. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

Education Code 28.004(i)–(i-1)

AVAILABILITY OF MATERIALS

The District shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFAA regarding selection of curriculum materials for human sexuality instruction]

STEROID NOTICE AND EDUCATION

The District shall, at appropriate grade levels as determined by the State Board of Education, provide to students involved in extracurricular athletic activities information developed by TEA regarding the use of anabolic steroids and the health risks involved with such use. *Education Code 38.0081(b)*

Each school in a district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted a notice regarding steroids, using the text set forth at Education Code 38.008 [see FNCF(EXHIBIT)]. *Education Code 38.008*

SCHOOL-BASED HEALTH CENTERS	The District may, if it identifies the need, design a model for the delivery of cooperative health-care programs for students and their families and may compete for grants to provide such programs. The model program may provide for delivery of conventional health services and disease prevention of emerging health threats that are specific to the District.

On the recommendation of an advisory council, the District may establish a school-based health center at one or more campuses in the District to meet the health-care needs of students and their families. The District may contract with a person to provide services at a school-based health center.

Education Code 38.051

PROGRAMS GOALS	All health-care programs should be designed to meet the following goals:

1.   Reducing student absenteeism;

2.   Increasing a student's ability to meet the student's academic potential; and

3.   Stabilizing the physical well-being of a student.

Education Code 38.063(c)

CONSENT REQUIRED	A school-based health center may provide services to a student only if the District or the provider with whom the District contracts obtains the written consent of the student's parent or guardian or another person having legal control of the student. The student's parent or guardian or another person having legal control of the student may give consent to receive ongoing services or may limit consent to one or more services provided on a single occasion. The consent form must list every service the center delivers in a format that complies with all applicable state and federal laws and allows a person to consent to one or more categories of services. *Education Code 38.053*

PERMISSIBLE SERVICES	The permissible categories of services are:

1.   Family and home support;

2.   Health care, including immunizations;

3.   Dental health care;

4.   Health education; and

5.   Preventive health strategies.

Education Code 38.054

SERVICES NOT PERMITTED	Reproductive services, counseling, or referrals may not be provided through a school-based health center using grant funds awarded under Education Code Chapter 38, Subchapter B. Any service provided using grant funds must be provided by an appropriate professional who is properly licensed, certified, or otherwise authorized under state law to provide the service. *Education Code 38.055–.056*
	The staff of a school-based health center and the person who consents to treatment shall jointly identify any health-related concerns of a student that may be interfering with the student's well-being or ability to succeed in school. If it is determined that a student should be referred for mental health services, the staff of the center shall notify verbally and in writing the person who has authority to consent, and the referral shall not be made unless the person provides written consent for the service to be provided and specific written consent for each treatment occasion. *Education Code 38.057*
ADVISORY COUNCIL	The Board may establish and appoint members to a local health education and health-care advisory council to make recommendations on the establishment of school-based health centers and to assist the District in ensuring that local community values are reflected in the operation of each center and in the provision of health education. A majority of the members must be parents of students enrolled in the District. In addition to the appointees who are parents, the Board shall also appoint at least one teacher, one administrator, one licensed health-care professional, one member of the clergy, one person from law enforcement, one member of the business community, one senior citizen, and one student. *Education Code 38.058*
	The District may seek assistance in establishing and operating a school-based health center from any public agency in the community. *Education Code 38.059*
	If the District is located in a county with a population not greater than 50,000 or that has been designated as a health professional shortage area, a medically underserved area, or a medically underserved community, the District shall make a good-faith effort to identify and coordinate with existing providers. *Education Code 38.060*
PRIMARY CARE PHYSICIAN	If a person receiving a medical service from a school-based health center has a primary care physician, the staff of the center shall provide notice of the service to that physician. Before delivering service to a person with a primary care physician under the state Medicaid program, a state children's health plan program, or a private health insurance or health benefit plan, the staff of the center

shall notify that physician to share medical information and obtain authorization for delivering the medical service. *Education Code 38.061*

FUNDING

The District shall comply with the funding requirements and limitations set out in Education Code 38.062–.063 and with rules adopted by the commissioner of state health services. *Education Code 38.062–.063*

STANDARDS FOR STATE-FUNDED CENTERS

If the District receives a grant from the Texas Department of State Health Services (TDSHS) to assist with the costs of operating school-based health centers, it must comply with TDSHS standards for funded centers. *25 TAC 37.531, .538*

RECOMMENDED PROGRAMS

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

The list must include programs in the following areas:

1. Early mental health intervention;

2. Mental health promotion and positive youth development;

3. Substance abuse prevention;

4. Substance abuse intervention; and

5. Suicide prevention.

TDSHS, TEA, and each ESC shall make the list easily accessible on their Web sites.

The programs on the list must include components that provide for training 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 committing 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; and

3. Intervene effectively with students described by items 1 or 2 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.

TRAINING

The District shall provide training described in the components set forth above for teachers, school counselors, principals, and all other appropriate personnel. The District is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. The District may implement a program on the list to satisfy the training requirements.

If the District provides the training, a District employee must participate in the training at least one time, and the District shall maintain records that include the name of each District employee who participated in the training.

POLICY

The Board may adopt a policy concerning mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention that:

1. Establishes a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;

2. Establishes a procedure for providing notice of a student identified as at risk of committing suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;

3. Establishes that the District may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the District for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention; and

4. Sets out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention.

The policy must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

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

District policy and procedures are not intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. District policy and procedures are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. School districts do not have the authority

to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

Health and Safety Code 161.325

IMMUNITY

These requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Health and Safety Code 161.326*

STUDENT WELFARE   FFI
FREEDOM FROM BULLYING   (LEGAL)

DEFINITION   "Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1.   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; or

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

This conduct is considered bullying if it:

1.   Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2.   Interferes with a student's education or substantially disrupts the operation of a school.

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

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   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; and

8. 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.).

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

INTERNET POSTING   The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

The District may develop and implement a sexual harassment poli-cy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

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

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, perva-sive, and objectively offensive that it can be said to deprive the vic-tim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective meas-ures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

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

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

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

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
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.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	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.
	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.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE   FFI
FREEDOM FROM BULLYING   (LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	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. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	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 if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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), .252(e)

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

A district participating in a shared services arrangement for disciplinary alternative education program (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. 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, and with a disability who receive special education and limited English proficiency 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)

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, including students in special education programs under Education Code Chapter 29, Subchapter A, in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

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. Methods for addressing the needs of students for special programs, including:

      (1) Suicide prevention programs adopted by the district, if any, in accordance with Health and Safety Code Chapter 161, Subchapter O-1 [see FFB];

      (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. Discipline management.

   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.

4. Strategies for providing to 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.

    b. The TEXAS grant program and the Teach for Texas grant program.

    c. The need for students to make informed curriculum choices to be prepared for success beyond high school.

    d. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Time lines 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.

Education Code 11.252(a)

9. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*

10. A dating violence policy that must:

    a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and

    b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

11. A policy addressing sexual abuse and other maltreatment of children that must include:

a.   Methods for increasing staff, student, and parent aware-ness of issues regarding sexual abuse and other mal-treatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreat-ment, using resources developed by TEA. These meth-ods must include the staff training described at Educa-tion Code 38.0041(c) [see DMA];

b.   Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and

c.   Available counseling options for students affected by sexual abuse or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

CAMPUS-LEVEL PLAN

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. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs un-der Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate perfor-mance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1.   Assess the academic achievement for each student in the school using the achievement indicator system.

2.   Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

3.   Identify how the campus goals will be met for each student.

4.   Determine the resources needed to implement the plan.

5.   Identify staff needed to implement the plan.

6.   Set time lines for reaching the goals.

7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

8. Provide for a program to encourage parental involvement at the campus.

9. Include goals and methods for violence prevention and intervention on campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

    b. Student academic performance data;

    c. Student attendance rates;

    d. The percentage of students who are educationally disadvantaged;

    e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

    f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

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)

TRAINING SPECIFICS— EDUCATORS

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]

Staff development may include:

1.   Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;

2.   Training in preventing, identifying, responding to, and reporting incidents of bullying; and

3.   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(b)–(d), (g)

STUDENTS WITH DISABILITIES

Staff development must include training, based on scientifically based research, that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.

A district is required to provide such training 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 such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.

Education Code 21.451(d)(2), (e)–(f)

SUICIDE
PREVENTION

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by TEA rule:

1.   All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.

2.   Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.

3.   Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013

MENTAL HEALTH,
SUBSTANCE ABUSE
PREVENTION, AND
SUICIDE PREVENTION

A district shall provide training in mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention 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 the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

Health and Safety Code 161.325

CHILD ABUSE AND MALTREATMENT

A district's methods for increasing awareness of issues regarding sexual abuse and other maltreatment of children [see BQ, district improvement plan, and FFG] must address employee training.

The training must be provided as part of employee orientation to all new employees. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse or other maltreatment;

2. Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment;

3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;

4. Techniques for reducing a child's risk of sexual abuse or other maltreatment; and

5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

Education Code 38.0041

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

SPECIAL PROGRAMS TRAINING

TEXAS ADOLESCENT LITERACY ACADEMIES

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and

2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:

   a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or

   b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

Education Code 21.4551(c), (e); 19 TAC 102.1101

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 minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner of education with respect to Bible elective courses. *Education Code 28.011(f)*

AUTOMATED EXTERNAL DEFIBRILLATORS

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and

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

Education Code 22.902

EXTRACURRICULAR ACTIVITY SAFETY TRAINING

The following persons must satisfactorily complete the extracurricular safety training program developed by the commissioner:

1. A coach or sponsor for an extracurricular athletic activity;

2.   A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;

3.   A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and

4.   A director responsible for a school marching band.

The training may be conducted by a district, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

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

RECORDS

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

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

Education Code 33.206; 19 TAC 76.1003(e)

STEROIDS

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

1.   The educational program developed by the UIL regarding the health effects of steroids; or

2.   A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

CONCUSSIONS

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

1.   A coach of an interscholastic athletic activity shall take a course approved by the UIL.

2.   An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of State Health Services Advisory Board of Athletic Trainers (TDSHS-ABAT) or a course approved for

continuing education credit by the licensing authority for athletic trainers.

3. A 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, TDSHS-ABAT, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A 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

RESOURCES FOR
STAFF DEVELOPMENT

If a district receives resources from the commissioner's staff development account, it 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*

District Police Department

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

Supervisory Authority

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

Jurisdiction

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

Police Authority

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

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.

2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.

3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.

4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.

5. Enforce District policies 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 administrative hearings concerning the 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.

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

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

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

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

2019-2020 Identification and Recruitment (ID&R) Plan
For Region 5 MEP and Region 5 SSA Members

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	To be determined by TEA. NGS training to be determined
B. Other- Attend follow-up trainings for ID&R and NGS Follow-up trainings and technical assistance will be provided by the ESC for ID&R and NGS.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	As needed throughout the year
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migrant Children*: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. *Currently Eligible Migrant Children*: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other: Update Google Map Update Google Maps of Region 5 ID&R Locations as needed to document visited locations for ID&R.	**Staff:** MEP administrators And recruiters	Update on ongoing basis throughout the year
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other- Network and Coordinate with Other Educational Programs Ensure cross-program collaboration with other educational programs that provide services to all students.	**Staff:** MEP administrators And program specialists	Make initial outreach efforts By September 30 and Continue ongoing efforts throughout the year
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	Quarterly and final review by June 30

Access to Services by Member Districts:
- The Member District agrees to provide release time for selected staff to participate in professional development and technical assistance activities provided by the SSA as articulated in this agreement.

Section 2: Program Information

ESC Region 5 Responsibilities:
- Employ and provide trained staff for recruitment and NGS, including Certificate of Eligibility (COE), signature of eligibility Reviewer and Recruiter;
- Prepare ESSA application for Migrant Program SSA;
- Provide training and technical assistance for Title I, Part C;
- Prepare District Amendment, if applicable;
- Maintain financial accounting records, budgeting and reporting for the Title I, Part C Migrant funds;
- Provide Migrant Program guides, forms and other required materials (dissemination of information);
- Offer staff development for required components as needed;
- Provide information and facilitate access to the services and resources of Migrant Program Special Projects;
- Provide updates and information on relevant topics and state initiatives;
- Provide technical assistance as needed and upon request;
- Review district Family Surveys and schedule follow-up home visits;
- Conduct recruitment interviews to determine program eligibility;
- Complete COE for all eligible students;
- Process all district data as required by the New Generation System (NGS) Guidelines;
- Provide NGS reports upon request and as necessary for district planning;
- Maintain records as required by state and federal guidelines;
- Coordinate SSA Parent Advisory Committee activities;
- Facilitate educational support at home;
- Conduct needs assessment and program evaluation of the Title I, Part C program;
- Provide secondary credit recovery assistance, credit accrual, graduation planning, and graduation enhancement; and
- Coordinate communication and collaboration between program staff, center staff, client groups, state and federal agencies;
- Provide documentation as requested by the Texas Education Agency for validation process/audit and provide the necessary reporting on behalf of the member district as needed;
- Conduct and prepare required compliance report and submission.
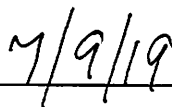
District Responsibilities:
- Assist in the preparation of the ESSA Application;
- Assist in the preparation of the District Amendment, if applicable;
- Assist in budgeting, accounting and reporting, if applicable;
- Implement instructional programs, supplemental services and assurances as approved in the ESSA Application;
- Distribute the Family Survey once a year; include the survey in the districts registration packet, and send the returned surveys to Region 5;
- Maintain records as required by state, federal and local board policies;
- Participate in staff development offered by Region 5 Migrant Program;
- Identify district contact staff to be trained on the NGS Implementation Guidelines as needed;
- Identify district contact staff to collaborate with appropriate campus/district personnel to collect required NGS data for submission to Region 5 to meet all state and federal requirements;
- Identify district contact(s) staff to facilitate program planning and provide data necessary to meet all state and federal requirements, including operation of the SSA Parent Advisory Committee;
- Assist in the needs assessment and program evaluation of the Title I, Part C program by providing any program, student, or financial data necessary.

Shannon Allen
_____
Member District
Superintendent

_7/9/19_
_____
Date

_____
Region 5 ESC
Migrant Specialist

_____
Date

Title I, Part C Migrant Education Program SSA 2019-2020

Quick Overview

This Letter of Agreement establishes a Shared Services Arrangement (SSA) between Education Service Center Region 5 and the signing Member District. Region 5 will serve as the Fiscal Agent in this Shared Services Arrangement.

Details

Funding Allocation within the SSA:
The Fiscal Agent, Region 5, administers the 2019-2020 Member District Title I, Part C Migrant Education Program Allocation on behalf of the Member District. 100% of the Member District allocation is retained as the Fiscal Agent Allocation on this SSA Letter of Agreement.

Member District: *Beaumont ISD*

Entitlement: *$6,224*

Contract Term: *July 1, 2019 to August 31, 2020*
All obligations and encumbrances of funds for this program must occur on or after the effective date of the application (the date the application is received or the first day of the grant availability period, whichever is later) **and** within the grant beginning and ending dates listed on the NOGA.

Program Assurance:
Region 5, as the Fiscal Agent for the SSA, is responsible for ensuring that funds are used in accordance with the Title I, Part C fiscal and program provisions and assurances and the requirements of the Texas Education Agency (TEA) Financial Accountability System Resource Guide.

Section 1: Administrative Guidelines of SSA

Organization
- Region 5 and the Superintendent or Designee of the Member District(s) are the authorities enacting the fiscal and programmatic components of this SSA.
- Region 5 will hire and maintain staff Education Specialists, Program Managers, and/or Coordinators to provide programmatic professional development and technical assistance to Member District, as appropriate.
- Member District must remain in the SSA for the entire Contract Term.

Provisions, Assurances, and Certifications
- Both Region 5 and the Member District are responsible for operating in accordance with the Provision, Assurances, and Certifications stated in the TEA Standard Application System ESSA grant application.
- Liabilities, including legal fees due to complaint, grievance, litigation, refund from onsite monitoring, audit, etc. will be the responsibility of the member district. The fiscal agent will assist the member district as allowed by the Texas Education Agency.

Ownership of Assets and Notice of Grant Award Status
- Purchases made by Region 5 with its fiscal allocation within this SSA will be owned by Region 5.
- If, at the end of the Contract Term, this SSA is terminated by its members, or if the Member District leaves the SSA, the assets purchased during the Contract Term remain with the fiscal agent. If the SSA is terminated and liquid assets, consisting of either current year, carry over, or reallocated Title I, Part C grant funds remain, they will be retained by the fiscal agent;
- All funds not expended will be returned to the Texas Education Agency by the fiscal agent. Uncontrollable costs that impact the fiscal agent will be reviewed by the ESC and the member district to determine how, if any, the cost will be shared by the two entities.

Use of Funds
- Region 5 will use its Fiscal Agent Allocation to provide Title I, Part C professional development, technical assistance and Identification and Recruitment of migrant students at no cost to the Member District(s) of this SSA;
- Expenditures of grant allocations are restricted to the provision of services in accordance with the guidelines under Title I, Part C.
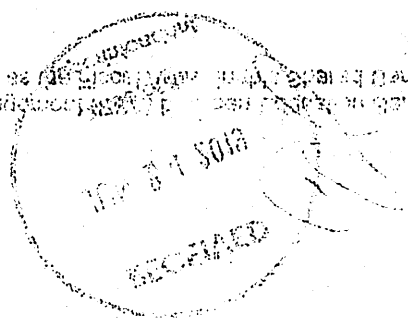
REGION 5
Education Service Center

RECEIVED
JUN 24 2019
Office of the
Superintendent

Beaumont ISD
3395 Harrison Avenue
Beaumont, TX 77706-5009
Attn: Dr. Shannon Allen

Dear Superintendent:

School districts receive an entitlement each year to provide programs aimed at Title I, Part C, Migrant Education Program. Region 5 ESC pools these funds to form a regional cooperative called Shared Service Arrangement (SSA). This pooling of funds increases the availability of programs and services to participating school districts by sharing services and resources.

Enclosed you will find a 2-page Shared Service Agreement for 2019-2020 school year. Please sign and return (postage paid envelope provided) to if you would like to join the SSA:

Region 5 ESC
2295 Delaware
Beaumont, TX 77703
Attn: Brenda Thompson, Migrant Program

This letter is also a reminder that you also have to go to TEA's website and, in the TEAL section under 2019-2020 ESSA Consolidated Application, select Region 5 as your fiscal agent for Title I, Part C.

Thank you in advance for your cooperation and for your efforts by going online as soon as possible to make your selection.

If you have any questions, please feel free to contact me at 409-951-1877.

Sincerely yours,

Brenda Thompson
Migrant Program

Priority for Service (PFS) Action Plan
for Migrant Students

The Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority for Service (PFS) §1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary

RECENT QUALIFYING MOVE
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);

+

FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: - LEP/EL - Over age - Retained	Must have received a state assessment score/designation of: - Failed - Absent - Exempt - Not Enrolled - Not Tested	Must have been designated as a drop out student on NGS: - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Beaumont ISD	Priority for Service (PFS) Action Plan	Filled Out By: Brenda Thompson
Region: 05	School Year: 2019 - 2020	Date: 8/01/2019

Goal(s):	Objective(s):
To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.	To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	ESC MEP Staff	NGS Priority for Service Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 2019	ESC MEP Staff	LEA PFS Action Plans
Additional Activities			
▪ ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need.	Monthly	ESC MEP Staff / LEA MEP Contact	NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Aug.2019 – June 2020	ESC MEP Staff	LEA PFS Requirement Acknowledgement Form/Email/PFS Criteria/NGS PFS Report
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
Additional Activities			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide information on the Priority for Service criteria to parents at one of three Regional PAC Meetings held during the academic year.	Fall Regional PAC Meeting	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Aug 2019 – Aug 2020	ESC MEP Staff / LEA MEP Contact	Individual PFS Progress Review / ESC MEP Directory
Additional Activities			
▪ Identified OSY will receive priority access to services, social workers and community social services/agencies as required per identified need.	Year-round	ESC MEP OSY Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review / Home Visit OSY Acknowledgement Form

_____   _____   _____   _____

LEA Signature   **Date Completed**   **ESC Signature**   **Date Received**

Statutory At Risk Criteria 1-13

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year

2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester

3. Was not advanced from one grade level to the next for one or more years

4. Did not perform satisfactorily on an instrument administered to the student under Subchapter B, Chapter 39, and who has not in a previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.

5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year

7. Has been expelled in accordance with Section 37.007 during the preceding or current school year

8. Is currently on parole, probation, deferred prosecution, or other conditional release

9. Was previously reported through PEIMS to have dropped out of school

10. Is a student of limited English proficiency, as defined by Section 29.052

11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official

12. Is homeless as defined by 42 U.S.C. Section 11302, and subsequent amendments

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

Beaumont Independent School District
Pregnancy Related Services and
Compensatory Home Education Services

Pregnancy Related Services (PRS) are support services that include mandatory Compensatory Education Home Instruction (CEHI) through social and academic support to pregnant students. These services address academic and social challenges faced by pregnant students, reduce the number of students who drop out of school due to pregnancy related issues and promote continued education strategies. Criteria for these services are as follows:

- pregnant students attending classes on regular campus,
- student's pregnancy prevents the student from attending school, and
  during the postpartum and/or prenatal period.

Beaumont ISD offers support services that include Compensatory Education Home Instruction (CEHI) to PRS students when they are confined to home during the prenatal and/or postpartum period of pregnancy. Students are coded as PRS in the attendance accounting system only for the period of time when receiving services.

A description of the PRS program, as well as the services offered under the program, must be included in the campus and district improvement plan.

Compensatory Education Home Instruction (CEHI) is the required support service the district offer in the PRS program. CEHI provides academic services to the student at home or hospital bedside when pregnancy prevents the student from attending school and during the postpartum period. CEHI must consist of face-to-face contact with a certified teacher of the district. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI **must** be counted absent.

PRS cannot be counted in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

Pregnancy Related Services Include:
- Academic Support (accountability, encouragement, mentoring)
- Supportive Discussions
- Assistance establishing government and community services
- Instruction related to parenting knowledge and skills, including child development, Home and
  Family living and personal development
- Community collaboration and partnership (March of Dimes, Texas Workforce, Communities in
  Schools, Nurse-Family Outreach and / or Catholic Charities etc.)
- Case management
  Coordinate and assure delivery of support services
  Assess youth as individuals so that unique needs are met most effectively
  Consistent coordination of mentoring
  Student Advocate/multifaceted support
  Attendance / student assessment accountability

ADDENDUM
Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs, and attendance is reported according to TEA formula. This service is provided under different circumstances:

1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for any reason, including to take standardized tests. There is no limit to the number of events or the length of each event.

2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.

3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.

4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

 At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.