

Cypress-Fairbanks Independent School District

District Improvement Plan

2024-2025



Mission Statement

Equip students today to impact tomorrow.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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

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

These needs apply to all state and federal funding requirements where use of supplemental resources help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet challenging state academic standards. The district prioritizes underrepresented students based on data and consults with key stakeholders to develop strategies that address the areas of need. These strategies are denoted in the "Goals" section of the DIP and they are evaluated three times a year.

Student Achievement Strengths

Student performance on STAAR and EOC in CFISD continues to outperform that of the state.

District Culture and Climate

District Culture and Climate Summary

Student Services - Admissions: 2025 Needs

- Attendance/Tuancy Prevention Specialist for each feeder pattern to support campuses in addressing student/familial issues related to chronic absenteeism and/or truancy.
- Develop or procure a technology platform that helps campus and district personnel with timely, targeted, and cost-effective truancy prevention measures.
- Significantly reduce the labor and postage cost associated with attendance interventions.
- Continue to work with campus personnel to ensure that there is continuity in understanding of the procedures, policies and reporting related to attendance.

- Increase the rate of attendance at each campus and at the district level to positively impact academic performance and school funding.

Student Services - Discipline: 2025 Needs

- Collaborate with the three campuses not currently utilizing PBIS to understand their behavior support models and work to engage their interest in exploring PBIS.
- Enhance the fidelity of PBIS implementation at the secondary level.
- Continue to support all of our campuses, whether they are using PBIS or another research-based school wide behavioral support system.

Safe and Supportive Schools: 2025 Needs

- Behavior Threat Assessment and Management (BTAM) Program
 - We need continued access to Navigate 360 to house threat assessment (as well as suicide prevention data) to support student safety as well as annual data requirements for the Safe and Supportive School Program (through TEA).

District Culture and Climate Strengths

Student Services - Admissions: 2024 Strengths

- Branding and marketing of the district attendance goal of 95% creating a common goal for students, staff, and community.
- Focused, consistent messaging regarding student attendance.

- Expanded training and new resources directly tied to addressing student attendance for campus staff.
- 26 campuses achieving the district target of a 95% overall attendance rate and recognition for 11 campuses with exceptional performance/growth in their student attendance rates.
- District outperformed the State and Region IV with student attendance, chronic absenteeism and dropout rates, according to the latest Texas Academic Performance Report (TAPR).

Student Services - Discipline: 2024 Strengths

- 97% of CFISD campuses have implemented Positive Behavioral Interventions and Supports (PBIS).
- Campus administrators provide Student Code of Conduct Presentations at the beginning of the Fall and Spring semesters.
- Established and consistent discipline processes are in place district-wide.
- District-provided resources for conducting quality investigations, including bullying, are available to campus administrators.
- Campus administrators and staff have access to behavior resources and training opportunities.

Safe and Supportive Schools: 2024 Strengths

- Behavior Threat Assessment and Management (BTAM) Program
 - Formal procedures established and documented to include campus-based threat assessment teams, a district-level oversight committee, and full-time district-level consultation support for active threat assessments and management plans.
 - By the end of AY2024, all campus Assistant Principals, Counselors, and School Resource officers trained in BTAM procedures and able to support campus threat assessment team procedures as needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Human Capital: 2025 Needs

- Increase the number of special education teachers and paraprofessionals.
- Additional funding for teacher residency programs.
- Develop and implement a plan to decrease teacher turnover.
- Increase the substitute fill rate for non-vacant teacher assignments.

Staff Quality, Recruitment, and Retention Strengths

Human Capital: 2024 Strengths

Teacher Pathway Programs

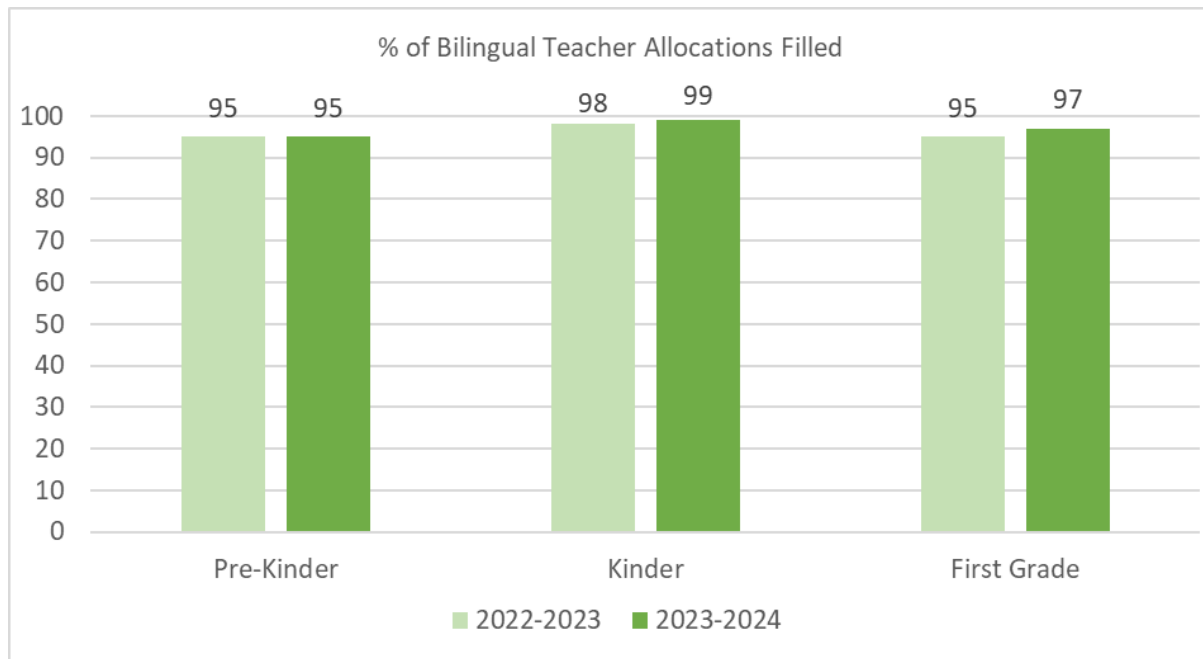
Human Resources developed 6 new teacher pathway programs in 2023-2024.

217 CFISD high school students participated in the High School Teaching & Training program.

Bilingual Teachers - Maintained and increased the number of PK-1st grade bilingual teachers.

- Maintained the # of Pre-K bilingual teachers.

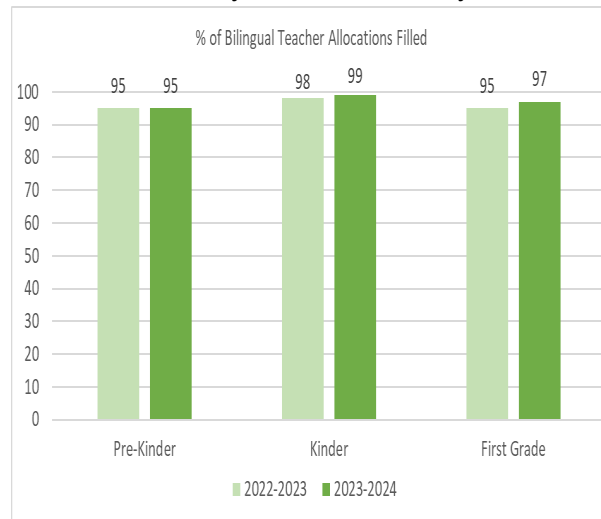
- Increased the # of Kindergarten bilingual teachers.
- Increased the # of First grade bilingual teachers.



Special Education Teachers - Maintained and Increased the number of special education teachers.

- Maintained the # of elementary school special education teachers.
- Maintained the # of middle school special education teachers remained.
- Increased the # of high school special education teachers.

Substitute Fill Rate - Increased the substitute fill rate for vacancy and non-vacancy teacher absences.



Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The following needs have been identified by the Curriculum and Instruction and Educational Support Services departments for the 2024-25 school year.

Primary

- Provide professional development and engagement strategies focusing on high quality instruction at all principal, AP, and IS meetings.
- Support teachers on implementing the Amira program and utilizing the data to inform and adjust instruction
- Grow teacher's capacity in implementing new Science TEKS
- Grow teachers capacity in implementing new Math resources
- Continue to grow teacher's capacity in teaching small reading groups based on reading skills and using MAP and mCLASS data
- Continue to support teachers to provide small group instruction by providing professional development and incorporating it into the district created lessons.
- Continue to provide support on targeted implementation of ST Math.
- Continue to provide support for implementing fluency in the Primary Math classroom.

Elementary RLA

- Provide professional development and engagement strategies focusing on high quality instruction at all principal, AP, and IS meetings.
- Support teachers on implementing the Amira program and utilizing the data to inform and adjust instruction
- Continue to grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
- Continue to grow teacher's capacity in teaching foundational skills (phonics, phonemic awareness (2nd, 3-5 Intervention, and vocabulary)
- Continue to grow the teacher's capacity in teaching revising and editing skills, (POP), revising pieces of writing, and students responding to text with evidence and explanation.

Elementary Math

- Provide professional development and engagement strategies focusing on high quality instruction at all principal, AP, and IS meetings.
- Continue to grow teacher capacity/content knowledge with teachers in grades 2-5 by providing professional development opportunities.
- Continue to support teachers in utilizing math manipulatives in the classroom for grades 2-5 by providing Curriculum Snapshot videos within each unit where the use of these manipulatives is modeled by the district coach.
- Continue to support teachers to provide small group instruction by providing professional development and incorporating it into the district created lessons.
- Continue to provide support on targeted implementation of ST Math.

Elementary Science

- Provide professional development and engagement strategies focusing on high quality instruction at all principal, AP, and IS meetings.
- Provide multiple opportunities for students to practice the new STAAR question types and the online platform.
- Continue to provide content specific PD in Grades 2-5 for: new Science TEKS, Visual Non-Glossary, HMM lessons, incorporating interactive notebook, progress monitoring notebooks and interventions, 3D learning and writing in Science.
- Provide coaching and support for unpacking the new Science TEKS implemented this school year.
- Collect & implement feedback from provided feedback forms and Curriculum Review Committee to improve the format / content

Secondary RLA

- Increase teacher training opportunities in writing instruction
- Increase opportunities for writing about reading in reading elective classes
- Grow the pedagogical expertise of new teachers (either new to teaching or new to CFISD)
- Better align 6th-grade curriculum to STAAR and middle school ELAR vertical team
- Continue to grow teacher capacity/content knowledge with teachers in grades 6-12 including: constructed response, revision skills, and text complexity
- Provide writing calibration training for STAAR/EOC based on state-released student images

Secondary Math

- Grow teacher capacity/content knowledge with teachers in grades 6-8 and Algebra I through professional development training
- Provide resources to support growth in the “Meets” and “Masters” categories for grades 6, 7, 8 and Algebra I
- Provide training and resources that support the use of concrete models and the connection to algorithms
- Grow expertise in the use of online graphing technology to support multiple representations of abstract concepts in mathematics
- Grow expertise in STAAR item types and testing platform by incorporating these item types into all middle school math and Algebra I unit test

Secondary Science

- Provide professional development opportunities related to the updated curriculum documents while teachers are on contract (Zoom sessions)
- Grow expertise in STAAR item types, especially with short-constructed response and AI grading
- Increase middle school participation at the district science olympiad event and/or in a science extracurricular (e.g., You Be the Chemist)
- Provide professional development opportunities for all teachers on 3D Learning and Sensemaking as well as new content as applicable for Biology and 6-8 grade science
- Purposefully selecting science investigations for the NAC science program and providing training to CCIS to effectively expose students to science

and promote language acquisition in the science context

- Provide unit curriculum documents for Biology and 6-8 grade science to align TEA TEKS Guide resource and CFISD guidance for implementation of 24-25 science TEKS
- Provide training on the usage of a rubric for relevant application through the lens of SEPs (scientific engineering practices)
- Identify potential gap lessons for 7-8 grade science through CCIS meetings (bridge year STAAR)

Secondary Social Studies

- Build academic vocabulary capacity for Economically Disadvantaged students
- Demonstrate reading comprehension strategies and how to build stamina in students
- Provide PD on small group instruction to assist with closing learning gaps and increase academic achievement

Secondary CTE

- Continue to support teachers who are facilitating certifications, providing certification content training along with strategies to increase student participation and success.
- Continue to market the importance and value of students taking advantage of all that CFISD CTE courses have to offer, such as certifications and work-study opportunities.
- Continue to find ways to attract and keep CTE teachers in the classroom, especially in fields with non-teaching occupations that are paying very well in our current economy.

College and Career Readiness

- Continue to provide professional development and content training for teachers of advanced level courses to include strategies to increase student participation and success.
 - Continue to market the importance and value of students taking advanced level courses in pursuit of post-secondary options.
 - Continue to find ways to recruit and retain credentialed teachers for dual credit through promotion of the Plus 18 program and scholarship opportunities
- Continue to provide training to campus staff who are assuming responsibilities of the College and Career Specialist position.

Special Populations

- Build teacher and administrative capacity to work with the varied needs of Emergent Bilingual students and students identified with disabilities.
- Work with the student services department and campuses to address in-school and out-of-school suspension for student subgroups identified as significantly disproportionate.
- Support the emotional, behavioral, and academic needs of students.
- Improve state assessment scores for Emergent Bilingual students and students identified with disabilities.
- Recruit and retain certified Bilingual and special education teachers, and licensed Speech and Language Pathologists, and Psychologists.

Curriculum, Instruction, and Assessment Strengths

The following strengths have been identified by the Curriculum and Instruction and Educational Support Services departments for the 2023-24 school year.

Primary:

- Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
- Created opportunities for Model Teachers to participate in 4 meetings throughout the school year.
- Created opportunities for new ISs to participate in an onboarding IS meeting in July. Plan to continue to meet with new ISs throughout the year.
- Continue to implement and use the data and instructional supports for Reading Instrument/Commissioner's List Assessment- mCLASS (Kindergarten and First Grade)
- Grow expertise on how all curriculum/ daily instruction is explicit and systematic (implement research from Reading Academy).
- Primary teachers continue to monitor student's progress utilizing the Monitoring Notebook.
- Implemented a successful summer school curriculum for Camp Summit Kindergarten and First Grade focused on Science of Reading alignment utilizing decodable books in small groups and explicit Phonics instruction.
- Implemented a successful summer school curriculum for Camp Summit Kindergarten and First Grade focused on implementing STEM activities in the Enrichment part of the day.

Elementary RLA:

- Created opportunities for new teachers through New Teacher Summer Literacy Academy and on-going meetings throughout the year.
- Opportunities for new ISs to participate in an onboarding IS meeting in July. Plan to continue to meet with new ISs throughout the year.
- Continuing to utilize mCLASS (BOY, MOY, EOY) to drive instruction (2nd)
- Growth in STAAR passing rates at all grade levels in all three standards
- Laid the foundation for new STAAR items and contents (writing about reading and digital reading)
- Moved multiple choice district assessments to an OLA platform
- Continuing curriculum conversations for each module to guide instruction

Elementary Math

- Create reteach activities based on DPM data and sent to campuses for intervention and extension.
- Implemented a successful summer school curriculum for grades 3-5 focused on computation skills.
- Built in Application Days within each math unit for students to apply new knowledge and skills.
- Utilize 42 math model teachers to model exemplar lessons for other district math teachers.

Elementary Science:

- Closing the Gap activities included for each science unit
- Summer Science PD for the new TEKS (implemented 2024-2025).
- Continue to assess Grades 2-5 Science in Performance Matters including new STAAR question types
- Provide multiple opportunities for Science content PD throughout the 24-25 year for Science teachers in Grades 2-5.

Secondary RLA

- Increase in the number of students meeting Approaches on STAAR for students dually enrolled in a reading elective and RLA classroom.
- Created opportunities for 6th-grade teachers to align instruction and best practices with 7th & 8th-grade teams
- Developing expertise with new STAAR items
- Increased STAAR Reading scores in Approaches, Meets, and Masters performance standards in Grade 7 and Grade 8 for all 19 middle schools
- Grade 6 STAAR RLA for Emergent Bilingual students, 14 of 20 campuses showed growth at Meets level and 8 of 20 showed growth at Masters.
- Grade 7 STAAR RLA for Emergent Bilingual students, 12 of 20 campuses showed growth at Meets level.
- Grade 8 STAAR RLA for Emergent Bilingual students, 7 out of 20 campuses showed growth at Approaches level, and 6 out of 20 showed growth at Meets.
- Increased at Masters level in STAAR EOC English I for 12 out of 12 high schools.
- Increased or maintained performance at Meets level in STAAR EOC English I for 8 out of 12 high schools.
- Increased at Masters level in STAAR EOC English II for 8 out of 12 high schools.
- Increased in Meets level in STAAR EOC English II for 11 out of 12 high schools.
- Provided Closing the Gap and Accelerated Instruction lessons for campuses
- Implemented new RLA summer school curriculum materials for middle school
- Provided curriculum for summer school to review and preview grade-level standards.
- Provided professional development for ELA teachers and teacher leaders to build teacher capacity in content and provide high-quality first time instruction.

Secondary Math

- Provided Closing the Gap classroom-ready materials for teachers in grades 7-8 and Algebra I throughout the year for each unit
- Provided multiple opportunities for math content PD throughout the school year for math teachers in grades 6-8 and Algebra I
- Provided STAAR resource training and materials for any teacher teaching math in grades 7 & 8 and Algebra I
- Integrated STAAR-formatted questions into all unit tests and materials for grades 7& 8 and Algebra I
- Administered all district math assessments for grades 6-8 and Algebra I through Performance Matters while utilizing STAAR-formatted questions
- Successfully implemented a summer school curriculum for students in grades 6-7
- Successfully implemented Algebra Camp in summer school for students in grade 8
- Updated curriculum for summer middle-school math acceleration courses

Secondary Science

- Administered all district science assessments for grades 6-8 and Biology in Performance Matters while utilizing similar STAAR/EOC question types
- Support science campus leaders through professional development opportunities as well as campus visits geared toward their professional growth and leading effective team planning
- Provide opportunities for 6-8 Science teachers to learn new TEKS during our Saturday professional development “Content Academy” sessions

- Launched 3D lessons for Biology with district-provided supplies
- Provided curriculum development (research-based) training to science CCIS and teachers and input on scope and sequences for 24-25 for increased ownership

Secondary Social Studies

- Created activities to address learning gaps in all content areas for all grading periods
- Created activities that addressed multiple learning styles to assist with closing the learning gaps
- Provided professional development to address retrieval practices and strategies
- Provided professional development to address skills needed for new STAAR item types
- Provided professional development using academic discourse to analyze primary and secondary sources
- Embedded examples of STAAR item types in activities for all content areas
- Integrated selected STAAR type questions into district assessments
- Created new STAAR resource activities for 8th-grade and 11th-grade U.S. History

Secondary CTE

- Districtwide overall certification numbers returned to pre-pandemic levels and continue to increase. 12,827 industry certifications earned by students districtwide in 2023-24, an increase of 681 (.5%) from 2022-23
- Added the Registered Dental Assistant (RDA) X-Ray Certification with hands-on experience to the Health Science Program of study in high school, preparing students for immediate job readiness, offering them marketable skills and faster entry into the workforce. It supports career pathways by aligning with industry demand and enhancing college preparation while allowing students to earn income as they pursue further education.
- Supported secondary academic summer programs by providing hands-on CTE activities to both apply learning and encourage attendance.

College and Career Readiness

- Hosted information sessions at all campuses regarding college credit opportunities including Dual Credit and advanced placement and include information on district website and social media platforms.
- Increased enrollment for underrepresented populations and first-generation college students.
- Host a district-wide parent information session for all 8th grade parents and families in preparation for application to the College Academy in pursuit of the Associate Degree. Include information on the district website and social media platforms.
- Support students seeking post-secondary degrees through enrollment in the College Academy through the placement of College Academy mentors at each campus.
- 750 College Academy graduates at all high schools

Special Populations

- Communicated, collaborated, and problem solved with campuses and departments to better support students in the area of special education, mental health, dyslexia, and language acquisition.
- Provided professional development through instructional coaching and training by district personnel to all staff.

- Continued working with new special education and bilingual teachers to build their content knowledge.
- Provided staff development to special education paraprofessionals on teacher work days.
- Collaborated with the Human Resources department to increase the hiring and retention of bilingual and special education staff.

Family and Community Engagement

Family and Community Engagement Summary

NEEDS

Communication

- Challenges covering districtwide events due to geographic size and number of events.

Community Engagement

- Increase numbers of global volunteers, faith-based leaders, and community mentors.
- Provide additional support for campus volunteer liaisons and community mentor liaisons.
- Increase support for our Adopt-a-School business partners.

Community Programs

- Strengthen efforts to attract and retain high-quality candidates.
- Strategically plan and organize job fairs specifically tailored to candidates in childcare and early education.
- Identify and explore additional opportunities to offer enrichment programs or specialized camps to boost revenue growth.

Family and Community Engagement Strengths

STRENGTHS

Communication

- Shared campus and department resources between the audio/visual program, the High School Journalism Network, and the media design internship program.
- Communication Advisory Committee and department processes and management applications allow for advanced coordination and planning.
- Cross-training among staff has led to diverse employee skill set.

Community Engagement

- ‘Path to Amazing’ messaging, both internal and external use, to promote a high-quality public school district.
- High district visibility through continued outreach with the community, leading to valuable business partner relationships and increased advertising sales and school adoptions.
- Sustained, significant fundraising for CFEF through the Superintendent’s Fun Run.
- Support for PTOs and VIPs through monthly collaborative meetings with campuses and district representatives.

Community Programs

- Cross-training of administrative staff, enabling support for programs during vacancies or unexpected absences, ensuring continuity of operations.
- Consistently positive feedback from parent and staff surveys, indicating high-quality childcare and effective program management for 59 Club Rewind sites and 5 Early Learning Centers.
- Generating approximately \$2 million for the general fund each fiscal year.

District Organization

District Organization Summary

Financial Management: 2025 Needs

- Continue to advocate for increased funding for school districts that offer a Local Optional Homestead Exemption (LOHE) and to increase the School Safety, Special Education, and Transportation Allotments.
 - Continue to monitor enrollment, average daily attendance, and the impact of increasing expenditures so that a healthy fund balance is maintained.
 - Continue to monitor enrollment trends as well as immediate and future needs to maximize use of bond funds to meet the needs of the District.
 - Continue to structure bond sales so funds are available when needed while limiting impact on debt service tax rate.
 - Continue to look for opportunities to refund bonds to maximize interest savings.
 - Continue the financial management practices that maintain our excellent bond ratings.
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- Continue to monitor FIRST criteria in order to maintain the superior rating

Transportation: 2025 Needs

Salary review for all support, paraprofessional, and professional transportation employees (recent survey has us near the bottom in hourly rates for drivers, attendants, and office staff and must include private-sector positions of similar responsibilities).

Creative solutions to allow for increased applications for high-need positions (drivers, attendants, technicians) and continued increases in retention for all employees.

Increase in special education services has increased the number of open driver positions.

Nutrition Services: 2025 Needs

Renovation of aging facilities.

Campus and school leadership support for increased access to meals.

Facilities and Construction: 2025 Needs - Complete Phase 5 of the 2019 Bond Program. Continue Design on Phase 6 of the 2019 Bond Program

District Organization Strengths

Financial Management: 2024 Strengths

- Association of School Business Officials (ASBO) Certificate of Excellence in Financial Reporting for the past 29 years
 - Government Finance Officers Association (GFOA) Certificate of Excellence in Financial Reporting for the past 28 years
 - Texas Association of School Business Officials (TASBO) Award of Excellence in Financial Management for the past 4 years
 - Superior Achievement (A rating) for 22 years in the Financial Integrity Rating System of Texas (School FIRST)
 - Standard & Poor's underlying bond rating AA; Moody's AA1 rating; Fitch AA+ rating
 - Among the lowest administrative cost ratio in the Gulf Coast Region and 4th lowest in the State of Texas.
 - Annual financial audit did not reflect findings (clean audit).
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- Sold \$315M Series 2024B bonds (final sale of 2019 Bond Authorization) at all-in true interest cost of 3.8%.

Transportation: 2024 Strengths

New school bus purchases allowed for 12-year route replacement schedule, with current oldest general education route bus a 2021 model.

Staff commitment through driver shortages was exemplary, with multiple professional and administrative staff assisting in route coverage (up to 150 positions needing coverage a day at times).

Nutrition Services: 2024 Strengths

Strong level of commitment from existing staff.

Strong level of expertise with existing staff.

Administrative support for all programs operated by nutrition services department.

Facilities and Construction: 2024 Strengths - The Facilities Planning and COnstruction Department has successfully completed Phases 1-4 of the 2019

Bond Program.

Technology

Technology Summary

Technology: 2025 Needs

- Expand seamless connectivity to digital resources for all stakeholders
- Expand multiple security controls protecting all student, staff and levels of the network from vulnerabilities
- Expand standardization of data policies, procedures, and systems
- Expand implementation of departmental electronic workflows

Technology Strengths

Technology: 2024 Strengths

- Provide seamless connectivity to digital resources for all stakeholders
- Provide multiple security controls protecting all students, staff, and levels of the network from vulnerabilities
- Standardize data policies, procedures, and systems
- Identify, implement, and maintain departmental electronic workflows

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators







- Completion rates and/or graduation rates data













Goals













Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.













Performance Objective 1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.













Evaluation Data Sources: District Progress Monitoring data













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Secondary Reading/ELA: Provide campus instructional support for teachers, campus instructional specialists, and ELAR teacher leaders.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Secondary Reading/ELA: Provide teachers, campus instructional specialists, and ELAR teachers with model instructional resources aligned to Secondary Reading or Secondary English Language Arts TEKS and STAAR/EOC that address student learning deficits.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Secondary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished













Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Secondary Math: Provide curriculum resources, materials, and assessments aligned to the mathematics TEKS and STAAR/EOC.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Secondary Mathematics Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Secondary Math: Facilitate professional development focusing on mathematics TEKS and content knowledge for grades 6-12.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Secondary Mathematics Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Secondary Math: Provide campus coaching support for teachers, team leaders, and campus content instructional specialists and instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Secondary Mathematics Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Secondary Science: Facilitate ongoing and sustained professional development focusing on science TEKS and content knowledge for grades 6-12.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 2% at the Approaches Level and 3% at the Meets and Masters Levels or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished













Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Secondary Science: Provide campus coaching support for teachers, team leaders, and campus content instructional specialists and instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 2% at the Approaches Level and 3% at the Meets and Masters Levels or show improvement from prior year.</p> <p>Staff Responsible for Monitoring: Secondary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Secondary Social Studies: Implement a professional development plan focusing on social studies TEKS and content knowledge for grades 6-12.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.</p> <p>Staff Responsible for Monitoring: Secondary Social Studies Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Secondary Social Studies: Provide campus support for teachers and campus content instructional specialists</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.</p> <p>Staff Responsible for Monitoring: Secondary Social Studies Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Elementary RLA: Maximize instructional time by developing, posting, and consistently following a literacy schedule.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished







Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Elementary RLA: Teach foundational TEKS should daily through explicit and systematic instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Elementary RLA: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Elementary RLA: Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Elementary RLA: Enable students to complete 30-60 minutes per week within the Amira program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable







Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Elementary RLA: Use varied, research-based strategies embedded within curriculum resources to teach revising and editing skills and apply language conventions within the context of writing.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Elementary RLA: Provide various opportunities for students to respond to text orally and in constructed writing responses.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: Elementary Math: Plan high quality instruction that strengthens students' understanding of math TEKS by planning rigorous learning experiences by using district provided lessons and resources.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Elementary Math: Facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable











Strategy 19 Details	Formative Reviews		
<p>Strategy 19: Elementary Math: Model and expect students to use a problem solving process.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 20 Details	Formative Reviews		
<p>Strategy 20: Elementary Math: Incorporate the use of small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 21 Details	Formative Reviews		
<p>Strategy 21: Elementary Math: Maintain monitoring notebooks as documentation of individual student's progress.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 22 Details	Formative Reviews		
<p>Strategy 22: Elementary Math: Use math manipulatives to help students develop concept understandings of math TEKS.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 23 Details	Formative Reviews		
<p>Strategy 23: Elementary Science: Plan high quality instruction that strengthens students' understanding of Science TEKS by planning rigorous learning experiences with the 5E instructional model using the district provided lessons and resources.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 24 Details	Formative Reviews		
<p>Strategy 24: Elementary Science: Use an interactive notebook daily (with students) to collect data, add new learning, include illustrations and develop explanations.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 25 Details	Formative Reviews		
<p>Strategy 25: Elementary Science: Conduct hands-on investigations for the new Science TEKS (implemented in 2024-2025) using scientific and engineering practices and recurring themes and concepts.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 26 Details	Formative Reviews		
<p>Strategy 26: Elementary Science: Facilitate the writing of claims, evidence and reasoning to communicate findings, conclusions and proposed solutions.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 27 Details	Formative Reviews		
<p>Strategy 27: Elementary Science: Maintain a monitoring notebook as documentation of individual student's progress.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary Science Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 28 Details	Formative Reviews		
<p>Strategy 28: Gifted and Talented: Assist schools with identifying and serving gifted and talented students. Provide opportunities for gifted and talented students to accelerate in areas of strength through participation in events (including but not limited to) HORIZONS Showcase, Destination Imagination, Da Vinci Day, and district, campus, and community showcases.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 29 Details	Formative Reviews		
<p>Strategy 29: Special Education: Collaborate with general education coordinators and coaches to support implementation of curriculum accommodations.</p> <p>Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Assistant Director for Programming for Special Education, and Special Education Coordinators</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 30 Details	Formative Reviews		
<p>Strategy 30: Emergent Bilingual: Collaborate with general education coordinators and coaches to support to provide instructional coaching on ELPS implementation and linguistic accommodations.</p> <p>Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations and Coordinator of ESL</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 31 Details	Formative Reviews		
<p>Strategy 31: Special Education and Emergent Bilingual: Provide instructional coaching to targeted teachers of emergent bilingual students and teachers of students with disabilities.</p> <p>Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Director of Curriculum and Instruction for Special Populations, Assistant Director for Programming for Special Education, Special Education Coordinators, and Coordinator of ESL.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 32 Details	Formative Reviews		
<p>Strategy 32: Transition Services: Provide the following transition services: (1) support pre-kindergarten students in their transition to kindergarten by implementing full day Pre-K, (2) support students transitioning from 5th grade to 6th grade through curricular alignment and timely middle school information to 5th grade families, (3) support students transitioning from 8th to 9th grade through curricular alignment and by offering Algebra Camp, and (\$) support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and implementation of College Academy on all CFISD high school campuses.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Directors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished














Strategy 33 Details	Formative Reviews		
<p>Strategy 33: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantages, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.</p> <p>Local At-Risk Criteria - School Board Approved: The district may use SCE funding to serve students who are identified as at risk using local eligibility criteria.</p> <p>Local Policy: The district's School Board has adopted local eligibility criteria for at-risk student identification (Board Policy EHBC (LOCAL)). In accordance with Education Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the list of students eligible to be considered for the SCE services. In addition to the state at-risk criteria, content specialists may provide supplemental support services to elementary/secondary students who meet one or more of the local at-risk criteria noted below: Failed a content (English/language arts, math, science, or social studies) readiness test; STAAR-content exam score equals below 110% of the passing standard; or Reading below grade level.</p> <p>Local Procedures: Non-Title I students - The Campus Principal shall ensure that students identified with local eligibility criteria are locally documented and provided to the director of elementary/secondary curriculum and instruction. The director shall ensure the percent of students meeting the local criteria does not exceed 10% of the total number of state identified at risk students at any point in the school year.</p> <p>For the 2024-25 school year, SCE funds will be spent to support the following supplemental activities/positions: supplemental language arts, supplemental math, summer school, supplemental science, supplemental staff, SOS staffing, Brautigam Center, and Alternative Learning Centers.</p> <p>Strategy's Expected Result/Impact: High School Completion Rates STAAR data</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 34 Details	Formative Reviews		
<p>Strategy 34: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Elementary & Secondary Health/PE Coordinator Director of Health Services</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 35 Details	Formative Reviews		
<p>Strategy 35: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards through a well-rounded program of instruction, identifying students who may be at risk for academic failure, and additional education assistance. Title I funds will be used in coordination with other ESEA programs. Campuses that have the following percentages of economically disadvantaged students will be provided supplemental Title I funds: Elementary - 48%, Middle School - 48%, and High School - 60%.(Title I)</p> <p>Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 36 Details	Formative Reviews		
<p>Strategy 36: Provide the following assurances in the District Improvement Plan (Based on AID (LEGAL)):</p> <ol style="list-style-type: none"> 1. Provide services to eligible children attending private elementary schools and secondary schools in timely and meaningful consultation with private school officials regarding such services. 2. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8. 3. Coordinate and integrate services under Part A with other educational services at the district or school level, such as services for children with disabilities, migratory children, American Indian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. 4. Collaborate with the state or local welfare agency to designate a point of contact if the child welfare agency notifies the district and develop and implement clear written procedures governing how transportation to maintain foster care children in their schools of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. 5. Ensure all teachers and paraprofessionals working in a program supported with funds under Part A meet applicable state certification and license requirements. 6. Ensure that early childhood education services to low-income children comply with performance standards under the Head Start Act. <p>Strategy's Expected Result/Impact: All federal requirements are met</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and Grants</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.










Evaluation Data Sources: Workforce industry certification data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide data support to high schools to identify students who still need to meet CCMR indicators and are currently in a CTE course allowing campuses to follow up on certifications that will satisfy CCMR.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by 2%</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Market the importance, value, and advantage of CFISD CTE courses to students, such as certifications and work-study opportunities.</p> <p>Strategy's Expected Result/Impact: Increase enrollment in CFISD CTE courses, therefore supporting the goal to increase CCMR by 2%, and improve career readiness of CFISD CTE students</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Explore ways to attract and retain CTE teachers, especially in fields where non-teaching jobs offer high salaries in the current economy.</p> <p>Strategy's Expected Result/Impact: The district will maintain and grow its CTE programs long-term. This instructor stability is essential for building successful pathways for students and keeping CFISD competitive in offering robust career and technical education options.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Dual-credit and advanced placement course enrollment data










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for students to complete a post-secondary degree through enrollment in the College Academy. Strategy's Expected Result/Impact: Increase the number of underrepresented populations in upper-level courses by 2% Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate campus and district presentations for students and parents to provide information to include topics such as enrollment and registration for Dual Credit, college readiness testing, first-generation college transition, and financial aid and scholarship opportunities. Strategy's Expected Result/Impact: Increase the number of underrepresented populations in upper-level courses by 2% Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training for district and campus staff in support strategies for student success in Dual Credit courses. Strategy's Expected Result/Impact: All campuses will show an increase in passing rate for Dual Credit courses by 2% Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide training for district and campus staff in support strategies for student success in Advanced Placement courses.</p> <p>Strategy's Expected Result/Impact: All campuses will show an increase in passing rate for AP exams by 2%.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 3: The percentage of students who participate in extracurricular activities will increase by 2% each year.

Evaluation Data Sources: High school fine arts and athletics extracurricular participation data




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fine Arts: Provide enrollment and testing data from current fine arts students to staff and community that points to the success of fine arts students performing higher in state testing measures that will attract and encourage more students to participate in fine arts extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Participation in Extracurricular Fine Arts groups will grow by 2%.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Fine Arts: Promote fine arts achievements in the community and during elective selections.</p> <p>Strategy's Expected Result/Impact: Participation in Extracurricular Fine Arts groups will grow by 2%.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Athletics: Promote athletics in the community and during course selections.</p> <p>Strategy's Expected Result/Impact: Participation in Extracurricular athletics groups will grow by 2%.</p> <p>Staff Responsible for Monitoring: Athletics Director</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished




Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Athletics: Promote academic achievement with CFISD athletes.</p> <p>Strategy's Expected Result/Impact: Participation in Extracurricular athletics groups will grow by 2%.</p> <p>Staff Responsible for Monitoring: Athletics Director</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			














Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

Performance Objective 1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Graduation rate data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor the number of senior students who are on track to graduate twice a year. Strategy's Expected Result/Impact: Increase the graduation rate by 1% each year. Staff Responsible for Monitoring: Counseling and School Leadership Department</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable










Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement the following strategies to assist students in making informed curriculum choices to be prepared for success beyond high school:</p> <p>*Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. (Guidance & Counseling)</p> <p>*Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course.</p> <p>*Facilitate annually Funding Your Future to provide students with information on financial aid and scholarship opportunities to pay for college.</p> <p>*Facilitate annually the College Knowledge Night to provide information sessions for college and career readiness to include topics such as enrollment in Dual Credit and Advanced Placement courses, participation in College Academy, first generation college transition, and a college fair featuring HBCUs.</p> <p>The district implements the following related to higher education admissions and financial aid to support middle school and high school students, teachers, counselors and parents:</p> <ul style="list-style-type: none"> Higher education admissions and financial aid opportunities TEXAS grant program and the Teach for Texas grant program College night Parent night (each grade level) 8th grade guidance program Sophomore conference Junior conferences Senior conferences Classroom guidance Financial aid night Use of the career exploration tool Xello Facilitate Funding your Future College knowledge week <p>Strategy's Expected Result/Impact: Increased graduation rates</p> <p>Staff Responsible for Monitoring: Director of Counseling Director of High School Curriculum</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.</p> <ol style="list-style-type: none"> 1. Complete "intake" process within 48 hours of notification of pregnancy. 2. Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable. 3. Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment. 4. Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues. 5. Complete instruction in courses during home bound period and report attendance and grades to campus staff. 6. Ensure PEIMS coding accurately reflects the period of PRS. <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% each year. Staff Responsible for Monitoring: Director of Career & Technical Education CTE Counselors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Education: Monitor and evaluate progress reports and report cards to ensure students are meeting passing standards and evaluate the need for grade repair and extra tutorials to ensure student graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Director of Special Education and Special Education Coordinators</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Emergent Bilingual: Provide instructional coaching for teachers on strategies to support beginner and intermediate Emergent Bilingual students to ensure student graduation.</p> <p>Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement. Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

Performance Objective 1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass data










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teach foundational skills daily utilizing HMH Structured Literacy Lessons.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use Heggerty Phonemic Awareness Lessons in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction .</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maintain a monitoring notebook as documentation of individual student's progress.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

Performance Objective 1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA data














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete (students) 30-60 minutes per week within the Amira program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teach foundational TEKS daily utilizing HMH Structured Literacy Lessons</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use Heggerty Phonemic Awareness Lessons in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction .</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Maintain a monitoring notebook as documentation of individual student's progress.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

Performance Objective 1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.










Evaluation Data Sources: AMIRA data














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete 30-60 minutes per week within the Amira program and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teach foundational TEKS daily (District provided Curriculum).</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Elementary ELAR Coordinator and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

Performance Objective 1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Plan high quality instruction that strengthens students' understanding of math TEKS by planning rigorous learning experiences using district provided lessons and resources, which includes the use of math manipulatives.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Model and expect students to use a problem solving process.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate the use of small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Track student progress using a Progress Monitoring Notebook.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use math manipulatives to help students develop concept understandings of math TEKS.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.</p> <p>Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			













Goal 8: Guardrail 1: Safe and Supportive Schools













The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.











Performance Objective 1: Implement the Safe and Supportive Schools Plan

Evaluation Data Sources: Safe and Supportive Schools Data

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

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of all exterior door sweep audits. Strategy's Expected Result/Impact: 100% of campuses complete the required weekly door sweep audits Staff Responsible for Monitoring: Office of Emergency Management; Cy-Fair Police Department.</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that reported terroristic threats are being investigated through a behavioral threat assessment process. (Behavioral Threat Assessment & Management) Strategy's Expected Result/Impact: 100% of discipline referrals for terroristic threat that include a threat to kill or use a weapon in an act of violence (as indicated by PEIMS discipline reason code 26) will be linked to a parallel threat assessment investigation. Staff Responsible for Monitoring: Mental Health Intervention Team, Student Services</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Continue to monitor implementation of Bringing Out the Best (Character Education) Lessons to ensure they are meeting the needs of teachers and students. Strategy's Expected Result/Impact: To ensure engaging and relevant lessons. Staff Responsible for Monitoring: Guidance & Counseling; School Leadership</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Mental Health Intervention Team will support students and guardians in the intervention of suicide and violence risk. Strategy's Expected Result/Impact: MHIT will follow-up with the campus staff/guardian of 100% of students with Protocol 3 (i.e. high risk) Suicide Risk Severity Scale outcome and Behavior Threat Assessment ratings. Staff Responsible for Monitoring: Mental Health Intervention Team</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Substance Use Awareness & Prevention Program: Implement district-wide awareness and prevention programs.</p> <p>Strategy's Expected Result/Impact: Program will be monitored to ensure benefit and support to students and staff.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of assault incidents on campuses.</p> <p>Strategy's Expected Result/Impact: PEIMS discipline reason codes 27,28,29,30,31, and 32 will be monitored to determine proactive or responsive measures needed to decrease the number of assault incidents.</p> <p>Staff Responsible for Monitoring: Student Services; Cy-Fair Police Department</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of drug infractions on campuses.</p> <p>Strategy's Expected Result/Impact: PEIMS discipline reason codes 36,62, and 64 will be monitored to determine proactive or responsive measures needed to decrease the number of drug infractions.</p> <p>Staff Responsible for Monitoring: Student Services; Cy-Fair Police Department</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of firearms on campuses.</p> <p>Strategy's Expected Result/Impact: PEIMS discipline reason code 11 will be monitored to determine proactive or responsive measures needed to eliminate incidents.</p> <p>Staff Responsible for Monitoring: Student Services; Cy-Fair Police Department</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished











Strategy 12 Details	Formative Reviews		
<p>Strategy 12: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of cases brought to the district attorney and the number accepted or declined.</p> <p>Strategy's Expected Result/Impact: Incident numbers will be monitored to determine proactive or responsive measures needed to reduce incidents.</p> <p>Staff Responsible for Monitoring: Cy-Fair Police Department</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of confirmed bullying incidents as per Policy FFI-Local.</p> <p>Strategy's Expected Result/Impact: PEIMS discipline reason code 61 will be monitored to determine proactive or responsive measures needed to reduce bullying incidents.</p> <p>Staff Responsible for Monitoring: Student Services</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 8: Guardrail 1: Safe and Supportive Schools

The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Increase the student attendance rate to 95% or show improvement from the prior year.

Evaluation Data Sources: Attendance data














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement a district-wide plan (inclusive of awareness campaigns, training, interventions, tools and/or resources) to address non-attendance/truant behavior patterns at all CFISD campuses.</p> <p>Strategy's Expected Result/Impact: Routine and timely intervention for chronically absent students to reduce truancy and increase student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Student Service Department, Information Services & Applications/ Technology Department.</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a campus and district level standard of routinely analyzing attendance data for trends that significantly impact attendance.</p> <p>Strategy's Expected Result/Impact: Proactive and/or responsive measures that increase student attendance rates.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Student Service Department, Information Services & Applications/ Technology Department</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 8: Guardrail 1: Safe and Supportive Schools

The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Maintain PBIS or other research-based schoolwide behavioral support systems at all schools.

Evaluation Data Sources: PBIS or other research-based schoolwide behavioral support system data










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor implementation of PBIS or other research-based school wide behavioral support systems at all schools. Strategy's Expected Result/Impact: District will be able to identify areas or strength and areas of need in regard to PBIS implementation. Staff Responsible for Monitoring: Student Services Department</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coordinate an annual evaluation with campus staff using the Tiered Fidelity Inventory to measure the level of implementation of PBIS systems on their campus. Strategy's Expected Result/Impact: Campuses will be able to improve targeted components of PBIS. Staff Responsible for Monitoring: Campus staff, Student Services Department</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide campuses with access to online behavioral trainings and resources through the CFISD intranet. Strategy's Expected Result/Impact: Campuses will be able to train staff and strengthen their implementation of PBIS. Staff Responsible for Monitoring: Student Services Discipline Directors</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 8: Guardrail 1: Safe and Supportive Schools

The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 4: Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness.

Evaluation Data Sources: Technology data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Advance the security posture of digital resources for online learning Strategy's Expected Result/Impact: Increased data privacy for all stakeholders Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems and the Assistant Superintendent of Curriculum & Instruction</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incident reporting and training of staff and student Strategy's Expected Result/Impact: Enhanced protection of sensitive and confidential data through proactive training and response measures Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain the Trusted Learning Environment Seal Strategy's Expected Result/Impact: Commitment to building a culture of trust Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maintain layered approach to protection based on National Institute of Standards Cybersecurity Framework</p> <p>Strategy's Expected Result/Impact: Increased cybersecurity resilience by ensuring each layer of security works to cohesively to protect district data and systems</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Implement a recruitment plan focused on recruiting an effective teacher and leadership staff.

Evaluation Data Sources: Recruitment data














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct in-person and virtual experienced teacher interview events to attract certified educators from Texas and across the nation.</p> <p>Strategy's Expected Result/Impact: Increase in the number of certified applicants to teaching positions.</p> <p>Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maximize recruitment activities at Texas universities that yield the highest number of CFISD teacher hires.</p> <p>Strategy's Expected Result/Impact: Increase the number of school visits to the top 10 Texas university programs from which CFISD hires the most teachers.</p> <p>Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Provide a competitive compensation package for all employees.

Evaluation Data Sources: Compensation plan data











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate whether it is beneficial for the District to continue to participate in TRS-ActiveCare medical insurance. Strategy's Expected Result/Impact: Provide the best option for a medical insurance plan. Staff Responsible for Monitoring: CFO and Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate voluntary insurance plans to determine the best plans and prices for the District. Strategy's Expected Result/Impact: Provide the best option for voluntary insurance plans. Staff Responsible for Monitoring: CFO and Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review employee base pay systems and pay for extracurricular duty assignments (stipends) in the local job market. Strategy's Expected Result/Impact: Base pay and extracurricular duty assignment pay recommendations based on the local market. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 3: Increase the substitute fill rate for non-vacant teacher assignments to 90% or show improvement of 1% or more.

Evaluation Data Sources: Substitute fill rate data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Require all substitutes to fulfill the district's requirement to accept at least 4 assignments within a thirty-day period. Strategy's Expected Result/Impact: Increase the number of substitute assignments that substitutes fulfill each month. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote substitute employment opportunities at college and university recruitment events. Strategy's Expected Result/Impact: Increase the number of substitute applications from candidates pursuing a college education. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 4: Promote 100% of highly qualified teacher pathway candidates as teachers.

Evaluation Data Sources: Teacher candidate data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support the transition of teacher pathway candidates to full-time, certified teacher roles. Strategy's Expected Result/Impact: Hire 100% of eligible teacher residency candidates at the completion of residency program. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 5: Increase the number of teachers earning a designation through the Teacher Incentive Allotment program.

Evaluation Data Sources: Teacher Incentive Allotment data











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Investigate means of expanding teachers eligible for the Teacher Incentive Allotment.</p> <p>Strategy's Expected Result/Impact: Increased content areas included in the CFISD TIA plan</p> <p>Staff Responsible for Monitoring: Teacher Incentive Allotment Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 6: Increase the fill rate for special education teachers and paraprofessionals by 2%.

Evaluation Data Sources: Special Education teacher fill rate data











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recruit certified retired educators for special education teaching assignments. Strategy's Expected Result/Impact: Decrease the number of special education teacher vacancies. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct community job fairs at CFISD high school campuses to recruit paraprofessionals for special education assignments. Strategy's Expected Result/Impact: Decrease the number of special education paraprofessional vacancies. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: Guardrail 2: Human Capital

The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 7: Develop a plan to maintain a low teacher turnover rate.

Evaluation Data Sources: Teacher turnover rate data














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with campus leadership to identify retention strategies based on Hanover teacher retention study findings. Strategy's Expected Result/Impact: Develop campus plan to lower teacher turnover Staff Responsible for Monitoring: Human Resources, School Leadership, Curriculum & Instruction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with principals to support alternative certification program candidates. Strategy's Expected Result/Impact: Increase retention of teachers on non-standard certificates. Staff Responsible for Monitoring: Human Resources</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 10: Guardrail 3: Community Relations

The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Implement a comprehensive marketing plan to increase elementary enrollment and recruit teachers.

Evaluation Data Sources: PK & K Snapshot enrollment data; HR teacher applications; marketing campaign elements and metrics








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with Freed monthly to discuss district goals, timelines, budgets, strategies, and metrics to measure campaign efforts. Strategy's Expected Result/Impact: Produce marketing campaign media and measure campaign efforts Staff Responsible for Monitoring: Director of Community Engagement</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Integrate campaign elements and dates in communication calendar. Strategy's Expected Result/Impact: Widen marketing reach Staff Responsible for Monitoring: Director of Communication</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a marketing toolkit and assets for digital displays to campus-based staff. Strategy's Expected Result/Impact: Widen marketing reach Staff Responsible for Monitoring: Director of Community Engagement, Director of Communication</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 10: Guardrail 3: Community Relations

The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 2: Engage parents, businesses, and community members in CFISD volunteer opportunities and events.

Evaluation Data Sources: Sign-in sheets; Cognito summaries of donations, and sponsorships










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schedule and facilitate meaningful engagements with community volunteers including fundraising vendors, PTOs and booster clubs, VIPS committees, bus buddies, business partner meetings, mentor trainings, school adoptions, VIPS Appreciation Event, Superintendent's Fun Run, and Community Connect events.</p> <p>Strategy's Expected Result/Impact: Increased participation</p> <p>Staff Responsible for Monitoring: Director of Community Engagement, Director of General Administration</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			













Goal 10: Guardrail 3: Community Relations

The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 3: Implement a comprehensive plan to increase stakeholder input and feedback.

Evaluation Data Sources: Stakeholder input and feedback; Leadership CFISD pre- and post-perception survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue use of a districtwide committee application to create diverse committee membership. Strategy's Expected Result/Impact: Increased number of committee applications and improved transparency Staff Responsible for Monitoring: Chief of Staff</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Post committee members, meeting minutes, meeting dates, and contact information on the website for each committee. Strategy's Expected Result/Impact: Improved transparency of committee meetings Staff Responsible for Monitoring: Assistant Superintendent of Communication & Community Relations</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify and implement teacher time study recommendations. Strategy's Expected Result/Impact: New processes and procedures that will positively impact teachers and improve teacher retention Staff Responsible for Monitoring: Chief of Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable










Strategy 4 Details	Formative Reviews		
Strategy 4: Create Leadership CFISD program. Strategy's Expected Result/Impact: Educated parents and community volunteers; community ambassadors Staff Responsible for Monitoring: Chief of Staff	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Identify and implement opportunities for staff, parents, and community members to provide input and feedback. Strategy's Expected Result/Impact: Parents, staff and community members have more opportunities to provide input and feedback. Staff Responsible for Monitoring: Chief of Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 6 Details	Formative Reviews		
Strategy 6: Identify opportunities to share positive stories and facts with CFISD staff and the community and encourage positive community outreach. Strategy's Expected Result/Impact: Educated staff, parents and community volunteers; community and staff ambassadors Staff Responsible for Monitoring: Chief of Staff, Director of Communication	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

















Goal 10: Guardrail 3: Community Relations

The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 4: Implement a comprehensive plan to increase revenue.

Evaluation Data Sources: Naming rights/advertising; outside facilities use; Berry Center/VPAC; athletics; Community Programs; inter-district transfers; Pre-K enrollment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Contract with a consultant to conduct an asset inventory and valuation for the potential sale of naming rights. Strategy's Expected Result/Impact: Value of naming rights for the Berry Center, Pridgeon Stadium, VPAC, and the Natatorium Staff Responsible for Monitoring: Director of Community Engagement</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a plan for offering tuition-based Pre-K. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Chief of Staff</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Expand outside use of facilities. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of General Administration</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished








Strategy 4 Details	Formative Reviews		
Strategy 4: Increase advertising opportunities. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Community Engagement	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Maximize community rentals of the VPAC & Berry Center. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of MHAB/VPAC, Director of Berry Center	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Maximize staffing and enrollment for Club Rewind and 5 Early Learning Centers. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Community Programs	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Explore new programming options for Club Rewind. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Community Programs	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 11: Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 1: Develop and manage an operating budget that reflects the objectives of the District Improvement Plan.

Evaluation Data Sources: Budget data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections. 2. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. 3. Present quarterly budget review to the Board of Trustees for approval. 4. Monitor state legislature to anticipate issues that may affect funding. 5. Prepare five-year projections.</p> <p>Strategy's Expected Result/Impact: Budget that supports the Strategic Plan and District Improvement Plan Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 11: Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 2: Maintain an appropriate operating fund balance.

Evaluation Data Sources: Fund balance data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Develop and adopt a fiscally responsible budget to meet Board and instructional goals. 2. Maintain a working long-range budget. 3. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. 4. Present quarterly budget review to the Board of Trustees for approval. 5. Analyze the current budget to actual for evaluation of revenues and expenditures.</p> <p>Strategy's Expected Result/Impact: General fund balance of at least 4 months of operating expenditures. Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 11: Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 3: Maintain underlying bond rating from major bond rating agencies.

Evaluation Data Sources: Bond rating data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Monitor post-issuance and disclosure compliance with all bond transactions. 2. Maintain a general fund balance of at least 4 months of operating expenditures. 3. Monitor market and bond call dates to maximize refunding opportunities.</p> <p>Strategy's Expected Result/Impact: Moody's AA1 rating, Standard & Poor's AA rating, Fitch AA+ rating Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 11: Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4: Provide funding for facilities, technology, and program needs by selling bonds from the 2019 Bond referendum.

Evaluation Data Sources: Bond data














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. 2. Provide funding for facilities, technology, and program needs by selling bonds in compliance with long-range facilities assessment. 3. Utilize project spend-down schedules to invest bond proceeds to maximize interest revenue while monitoring arbitrage implications.</p> <p>Strategy's Expected Result/Impact: Bond sales according to established timeline/schedule Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 11: Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 5: Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders.

Evaluation Data Sources: Data governance framework








Strategy 1 Details	Formative Reviews		
Strategy 1: Identify data domains Strategy's Expected Result/Impact: Provide a district-level perspective of the management of district data Staff Responsible for Monitoring: Assistant superintendent of Technology Services and Information Systems	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Expand district data dashboards Strategy's Expected Result/Impact: Provides administrators, teachers, and staff with real-time, data-driven insights to make informed decisions about student performance, resource allocation, and operational efficiency. Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Texas Education Agency transition to EdFi Strategy's Expected Result/Impact: Ed-Fi standards will offer improved data interoperability, reduced data redundancies, and better insights into student performance data and outcomes. Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 11: Guardrail 4: Financial Management

The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 6: Develop a district-wide electronic documents environment, including automated workflows.

Evaluation Data Sources: Electronic documents environment data and automated workflow data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement and maintain automated processes Strategy's Expected Result/Impact: Increased number of automated departmental and campus workflows Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 12: Guardrail 5: Operations

The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 1: Maintain Transportation Department morning on-time arrivals at 95% and increase afternoon on-time arrivals to 92%.

Evaluation Data Sources: Transportation data








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

Goal 12: Guardrail 5: Operations

The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 2: Maintain an 80% or higher Transportation Department retention rate.

Evaluation Data Sources: Transportation data








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

Goal 12: Guardrail 5: Operations

The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 3: Increase the reimbursable breakfast participation percentage to 40%.

Evaluation Data Sources: Breakfast participation data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work with campus administration and other departments to reduce or eliminate obstacles to breakfast participation. Strategy's Expected Result/Impact: Increase the reimbursable breakfast participation percentage to 40%. Staff Responsible for Monitoring: Nutrition Services Director</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 12: Guardrail 5: Operations

The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 4: Continue completion of projects approved in the 2019 Bond referendum.

Evaluation Data Sources: 2019 bond completion rates








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete Phase 5 of the 2019 Bond Program. Strategy's Expected Result/Impact: Maintain a safe and comfortable learning environment Staff Responsible for Monitoring: Assistant Superintendent of Facilities and Construction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 12: Guardrail 5: Operations

The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 5: Develop a Long-Range Plan to address projected student enrollment and asset protection, infrastructure needs, and replacement cycles for existing facilities.

Evaluation Data Sources: Long range plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Perform facility assessments utilizing input from District personnel, campus staff, and consultants. Strategy's Expected Result/Impact: Provide a comprehensive report that can be used for future bond planning exercises. Staff Responsible for Monitoring: Assistant Superintendent of Facilities and Construction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 Position	Teacher	1
1 Position	Core Content Area Specialist	1
4 Position	Reading Transition Specialist	1
7 Position	Core content Area Coach	1

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

2024-2025 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:

▪ Google Suite	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 nd -5 th)	▪ Achieve 3000
▪ Boost Reading	▪ Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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

Middle School Content Area Standard Expectations

MS ELA 6-8 Standard Expectations

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
 - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
 - opportunities to engage safely with digital texts and resources
 - the environment to create, collaborate, and think with peers
 - activities to research and produce original products in the digital environment.

Mathematics

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

Secondary Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

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

LOTE

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

High School Content Area Standard Expectations

English Language Arts/Reading

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

Mathematics

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

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

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

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication
 - locate and access information and resources stored in different platforms such as Schoology
 - receive immediate, individualized feedback
 - connect to speakers outside of the classroom
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s)
 - increase opportunities for individuals participating in unrehearsed communication

DEIC Committee Members 2024-2025

District Curriculum Staff Member

Linda Macias

Teachers

Joseph Alvarado
Sommer Basham
Christy Bellflower
Melissa Bernstein
Amoreena Bird
Stefani Bolt
Denise Braun
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Dale Koester
Courtney Langham
Christy Lewis
Wynitra Lewis
Jill Lindauer
Brittney Livesay
Sarah Lloyd
Kim Loner
Yaeri Lopez
Donna Lord
Carole Lueb
Brandy Mace
Tammy Marrero
Laura Martin

Parent

Amy Allen
Aracely Adams
Danielle Cockrell
Megan Culpepper
Essence Castro
Rick Fernandez
William Furlong
Penelope Goode
John Kaler
Dave Mahon
Jayme McColister
Esty Merlo
Tracy Roberson
Stephanie Roberts
Ellie Ruiz
Jackie Sheeren
Nicole Speedie
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Teachers

Jennifer McClure
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Nichole Merriweather
Ryan Meyer
Joseph Michnick
Jacob Migl
Aaronni Miller
Penelope Miller
Tony Moma
Christine Morgan
Casey Morris
Meghan Morrow
Zachary Muddiman
Janelle Murphy
Nilufar Naibi
Desiree Nwadinobi
Elizabeth Ongudu
Lindsay Patrick
Eloisa Patterson
Michelle Perkins
Connie Poole
Angie Porter
Camille Ramirez
Kenneth Roberts
Edward Scott

Community Resident

Stacye Anderson
Greg Andrews
Laura Backs
Mary Blaschke
Edward Hall
Plus Holder
Jill McCaskill
Fred Stewart
Muzammil Vddin
Evan Withner

Teachers

Jennifer Richard
Louanna Smith Reyna
Donihue Sands
Christie Shepard
Christine Smith
Cindi Steel
Krystal Stephenson
Kimberly Strong
Dorothy Swayze
Pam Taylor
Tara Truett
Deborah Turner
Mia Vatuna
Lidia Villamizar
Alexandra Villarreal
Kathy Waugh
Matthew Wells
Taryn White
Jennifer Williams
Merlette Williams
Tanzanyika Williams
Arkesha Williams-Lemons
Krysta Wogen
Michelle Wooten

Business Representative

Joyce Adams
Kumar Agarwal
Jeffrey Handojo
Philip Klespis
Greg Krenek
Amy Lippincott
Andrew Mitcham
Max Ritchey
Becky Southern
Tanner Sprinkel
Ryan Stegall
Ben Tupaj
Ashley Walters
Jacob Wills

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

**District Police
Department**

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

Supervisory
Authority

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

Jurisdiction

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

Police Authority and
Duties

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

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

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

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

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

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

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

Limitations on
Nonschool
Employment

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

Relationship with
Outside Agencies

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

*Interlocal
Agreement for
Mutual Aid*

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

Video and Audio
Monitoring

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

*Access to
Recordings*

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

Body-Worn
Cameras

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

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

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

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

Filing

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

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

Response

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

Days

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

Representative

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

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

*Consolidating
Complaints*

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

	events that have been or could have been addressed in a previous complaint.
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the complainant, at any point during the formal complaint process. The complainant may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint process.
Complaint Form	<p>Formal complaints under this policy shall be submitted in writing on a form provided by the District and shall be signed by the person making the complaint and notarized.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the complainant unless the complainant did not know the documents existed before the Level One conference.</p> <p>A complaint form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing a formal complaint.</p>
Level One	<p>Formal complaints shall be filed with the office of the chief of police. If the complaint is not filed with the office of the chief of police, the individual receiving the complaint form shall note the date and time the form was received, place the complaint in a sealed envelope, and immediately forward the complaint to the office of the chief of police.</p> <p>The chief of police shall assign a Level One complaint to the lowest level administrator who has the authority to remedy the alleged problem. In most cases this will be the lieutenant in the police officer's chain of command.</p>
Violation of Law	A complaint alleging a specific violation of the law shall be filed within the time frame established by the statute of limitations based on the action giving rise to the complaint.

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

No Violation of Law

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

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

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

Level Three

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

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

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

The Level Two record shall include:

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

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

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

Level Four

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

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

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

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

The Level Three record shall include:

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

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

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

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

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

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

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

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

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

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

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

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

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect

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

Other Maltreatment

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

Trafficking of a Child

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

19 TAC 61.1051(a)

Duty to Report

Report by Any Person

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

Report by Any Professional

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

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

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

Family Code 261.101(b)

Abuse of Persons
with Disabilities

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

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

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

Human Resources Code 48.051, .052, .054

Adult Victims of
Abuse

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

**Restrictions on
Reporting**

Psychotropic Drugs
and Psychological
Testing

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

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

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

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

Contents of Report

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

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

Family Code 261.102, .104

**Abuse and Neglect
Involving School
Personnel and Those
Responsible for Care**

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

All other reports shall be made to:

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

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

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

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

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

Family Code 261.001(5)

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

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

**Confidentiality of
Report**

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

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

**Immunity from
Liability**

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

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

Criminal Offenses

Failure to Report

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

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

Family Code 261.109

False Report

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

Coercion

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

**SBEC Disciplinary
Action**

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

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

Investigations

Reports to District

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

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

abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

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

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

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

Reporting Policy

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

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

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

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and

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

19 TAC 61.1051(b)(2)

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

The policies must:

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

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

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

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

Required Poster

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

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

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

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

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

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

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

[See FFG(LEGAL)]

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

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

Confidentiality

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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

Committee

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

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

Professional Staff

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

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

Education Code 11.251(e)

Parents

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

For purposes of establishing the composition of the committee:

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

Education Code 11.251(c), (e)

Business
Representatives
and Community
Members

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

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

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

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

Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See District Improvement Plan at BQ(LEGAL)]

Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. *Education Code 7.065(e)*

Dropout Prevention
Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

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

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

Education Code 11.255

Staff Development

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

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

**Districtwide
Educational
Improvement
Council**

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

The Council shall serve exclusively in an advisory role.

**General
Requirements**

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

Composition

The Council shall consist of:

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

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

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

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

Eligibility

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

Professional Staff Representatives

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

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

Other Representatives

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

Term of Office

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

Meetings

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

Systematic Communication

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

Other Advisory Groups

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

**Student Code of
Conduct**

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

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

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

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

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

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

Law Enforcement
Duties

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

Changes in SCOC

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

STUDENT DISCIPLINE

FO
(LEGAL)

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

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

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

Education Code 37.0012

**Website
Requirement**

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

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

Education Code 26.015

**No Unsupervised
Setting**

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

**Continuation of
Disciplinary Action**

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

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

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

Education Code 37.022

**Opportunity to
Complete Courses**

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

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

Alternative Means to Receive Coursework

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

Seclusion

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

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

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

Education Code 37.0021(b)(2)

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

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

Education Code 37.0021(h)

Exceptions

This prohibition on seclusion does not apply to:

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

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

STUDENT DISCIPLINE

FO
(LEGAL)

Parent Statement	To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)-(d)</i>
Definition	"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. <i>Education Code 37.0011(a)</i>
Use of Force to Maintain Discipline	The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. <i>Penal Code 9.62</i>
Aversive Techniques	A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student. "Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that: <ol style="list-style-type: none"><li data-bbox="560 1430 1438 1528">1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];<li data-bbox="560 1556 1438 1688">2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;<li data-bbox="560 1715 1438 1780">3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;<li data-bbox="560 1808 1438 1866">4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;

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

Education Code 37.0023(a)-(b)

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

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

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

Education Code 37.0023(c)-(d)

Videotapes and Recordings

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

Teacher Documentation

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

Reports

Disciplinary
Alternative
Education
Programs

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

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

Expulsions

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

STUDENT DISCIPLINE

FO
(LEGAL)

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

Out-of-School
Suspensions

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

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

Education Code 37.020

Student Code of Conduct

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

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

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

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

Revisions

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

Extracurricular Standards of Behavior

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

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

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

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

“Parent” Defined

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

General Discipline Guidelines

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

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

Corporal Punishment

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

Physical Restraint

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

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

STUDENT DISCIPLINE

FO
(LOCAL)

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

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

Table of Contents	Dating Violence.....	2
	Policy Requirements	2
	Student Resources	2
	Sexual Harassment	3
	Designation of Title IX Coordinator	3
	Parties Entitled to Notice.....	3
	Reporting	3
	Notification of Policy.....	3
	Publication Requirements	4
	Adopting and Publishing Complaint Procedures	4
	Response to Sexual Harassment	5
	Title IX Coordinator Response.....	7
	Process for Title IX Formal Complaint	8
	Recordkeeping.....	16
	Retaliation Prohibited.....	16
	Confidentiality	17

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

Dating Violence

Policy
Requirements

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

A dating violence policy must include:

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

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

Education Code 37.083, .0831 [See BQ]

Student Resources

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

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

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

Sexual Harassment

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

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

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

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

Designation of
Title IX Coordinator

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

Parties Entitled to
Notice

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

34 C.F.R. 106.8(a)

Reporting

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

Notification of Policy

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

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

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

Publication
Requirements

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

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

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

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

Adopting and
Publishing
Complaint
Procedures

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

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

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

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

Response to Sexual
Harassment

Definitions

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

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

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

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

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

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

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

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

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

*Deliberate
Indifference*

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

*Education
Program or
Activity*

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

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

34 C.F.R. 106.44(a)

**Title IX Coordinator
Response**

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

***Supportive
Measures
Required***

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

***Constitutional
Restrictions***

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

34 C.F.R. 106.44(a)

***Response to a
Formal Complaint***

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

***Emergency
Removal***

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

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

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

34 C.F.R. 106.44(c)

*Administrative
Leave*

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

Process for Title IX
Formal Complaint

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

A district's Title IX formal complaint process must:

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

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

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

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

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

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

*Notice of
Allegations*

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

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

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

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

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

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

*Dismissal of a
Formal Complaint*

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

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

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

*Consolidation of
Formal
Complaints*

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

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

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

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

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

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

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

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

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

Hearings

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

*Determination
Regarding
Responsibility*

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

The written determination must include:

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

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

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

34 C.F.R. 106.45(b)(7)(i)–(ii)

*Implementation
of Remedies*

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

Appeals

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

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

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

As to all appeals, the district must:

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

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

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

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

*Informal
Resolution*

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

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

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

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

Recordkeeping

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

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

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

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

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

Retaliation
Prohibited

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

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

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

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

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

34 C.F.R. 106.71(a)–(b)

Confidentiality

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

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment
Examples

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

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

Gender-Based Harassment
Examples

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

Dating Violence

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

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

Examples

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

*Definition of
District Officials*

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

*Title IX
Coordinator*

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

*ADA /
Section 504
Coordinator*

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

Superintendent

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

**Alternative
Reporting
Procedures**

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

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

Timely Reporting

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

Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of Reports Other Than Title IX	<p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.</p> <p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	<p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District</p>

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

Concluding the Investigation

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

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

Notification of Outcome

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

District Action

Prohibited Conduct

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

Corrective Action

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

Bullying

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Response to Sexual Harassment—Title IX

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

General Response

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.
Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
Records Retention	<p>The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]</p> <p>[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]</p>
Access to Policy and Procedures	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

**Trauma-Informed
Care Policy**

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

The policy must address:

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

Education Code 38.036(a)-(b)

Training

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

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

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

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

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

Education Code 38.036(c)-(d), (f)

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

**Trauma-Informed
Care Program**

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

Training

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

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

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

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

Internet Posting

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

Education Code 37.0832

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

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

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District official, principal, or designee shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

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

Mental Health Condition

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

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

Education Code 5.001(5-a)

Student Programs

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

Subject Areas

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

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

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

[For information on employee training, see DMA.]

Practices and
Procedures

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

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

- b. For suicide prevention, intervention, and postvention.

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

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

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

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

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

Immunity

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

**Student
Identification Cards**

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

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

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

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

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

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

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

Professional's Authority

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

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

Exception: Court Order

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

Family Code 32.004(b), (c)

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

Consent to LSSP

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

Professional
Immunity

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

Outside Counselors

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

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

Education Code 38.010

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

**Psychotropics and
Psychiatric
Evaluations**

A district employee may not:

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

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

Education Code 38.016(b) does not:

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

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

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

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

Education Code 38.016

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

Child Abuse
Reporting

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

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

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

Parental Notice of Assistance for Learning Difficulties

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

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

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

Education Code 26.0081(d)-(e)

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

Dyslexia and Related Disorders

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

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

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

Education Code 29.0031(a)

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

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

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

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

Policy Required

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

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

Education Code 38.003(b)

Compliance
Monitoring

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

Special Education
Evaluation

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

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

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

Education Code 29.0031(b)-(c)

Screening, Testing,
and Identification

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

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

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

19 TAC 74.28(d), (j)

Parent Notification

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

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

IDEA Notice

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

Options and Services

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

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

19 TAC 74.28(f)-(h)

Parent Education

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

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

Education Code 38.003; 19 TAC 74.28(i)

Progress Reports

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

Services

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

Providers of
Dyslexia Instruction

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

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

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

Education Code 29.0032

Reading Program

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

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

19 TAC 74.28(e)

Reassessment

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

Audiobook Program
Notification

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

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

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